

**EFFORTS TO IMPROVE READING COMPREHENSION OF THE
SEVENTH GRADE OF SMP NEGERI 2 BANTUL IN ACADEMIC YEAR
OF 2012/2013 BY USING AUTHENTIC MATERIALS**

A Thesis

Presented as the partial fulfillment of the requirements
for the attainment of the *Sarjana Pendidikan* Degree
on the English Language Department



By

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Menyatakan bahwa skripsi ini benar-benar karya saya sendiri. Sepanjang pengetahuan saya tidak terdapat karya atau pendapat orang lain kecuali sebagai acuan atau kutipan dengan mengikuti tata penulisan karya ilmiah yang telah lazim sebagai referensi saya.

Tanda tangan dosen yang tertera dalam halaman pengesahan adalah asli. Hal-hal yang terjadi kemudian adalah sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 1 Juni 2013

Yang menyatakan,

Ruryana Pamula Novi Wardani

DEDICATION

I proudly dedicate this thesis to:

- 📖 my parents to whom I express my appreciation for their prayers, moral support, patience, understanding, love, sweat, and attention
- 📖 my beloved almamater: SD Negeri Minggiran Yogyakarta; SMP Negeri 11 Yogyakarta; SMA Tirtonirmolo; and English Education Department of UNY
- 📖 lectures and teachers who have given me a lot of knowledge and inspiration to be a useful person
- 📖 my amazing sister (Feryana Dwita Ari Handayani)
- 📖 my hero (Sersan Satu Daryanto)

MOTTOS

Take time to **THINK**. It is the source of power.

Take time to **READ**. It is the foundation of wisdom.

Take time to **DREAM**. It is the future made of.

Take time to **PRAY**. It is the greatest power on earth.

(Author Unknown)

“(Ingatlah) ketika kamu memohon pertolongan kepada Allah SWT,

Lalu pasti Ia kabulkan permohonanmu, (sambil berfirman)

‘Akan Kutolong kamu dengan seribu malaikat beriringan’.”

(The Holy Quran• Al Anfaal 8-9)

“Sesungguhnya sesudah kesulitan itu terdapat kemudahan, Maka apabila kamu telah menyelesaikan (suatu urusan) maka kerjakanlah urusan lainnya dengan sungguh-sungguh, dan hanya kepada Allah SWT hendaklah kamu berharap”

(The Holy Quran• Alam Nasyrah 6-8)

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I realize that this thesis is far from being perfect. The researcher hopes this thesis will be useful especially for the improvement of the English language teaching in junior high school.

Yogyakarta, 2013

Ruryana Pamula Novi Wardani

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ABSTRACT

The research is aimed to improve the reading comprehension of the seventh-grade students of SMP Negeri 2 Bantul in the academic year of 2012/2013 by using authentic materials. Action research was used as the research method in this research. The subjects of the research were the English teacher and the principal. The instruments used in this research were an audiotape recorder, interview guides, a camera and observation sheet. The research was conducted in two cycles. There were five problems to be solved based on the urgency level and the feasibility to solve. They were teacher's limited use of authentic materials, boring classroom activities, students' limited vocabulary, and noisy students. Four general actions, then, were implemented in each cycle and observed to gain the data. Short functional texts of zodiacs and pamphlets, procedure texts of how to make alphabet origami, recipe and descriptive text of chimpanzees and Orang Utan and Tugu Jogja were used. The ways the materials used were in the forms of scanning the texts, doing the instruction based on the procedure texts, comparing physical description from two different types of descriptive texts, and finding students' zodiacs. The research data were in the forms of field notes, interview transcript, and photographs. The data were validated by using dialogic validity in which the results of the research were peer reviewed by the researcher and the English teacher.

In the first cycle, the actions were successfully done except ones dealing with the classroom management and the time allocation. By improving the unsuccessful actions, the results of the implementation of the four actions in the second cycle were satisfactory to reach the objectives of the research. The authentic materials and various reading activities were effective to promote the students' interest to do the reading activities. The good classroom management also played important roles to improve reading comprehension. The indicators of the success were that the students were more interested to do the reading activities using authentic materials that the situation in which every student got involved in every reading activity created the learner-centeredness.

CHAPTER I

INTRODUCTION

A. Background of the Study

English is the language that is used for connecting people with different tongues around the world. The role of English has been very important for intercultural communication, business and information exchange from one person to others. Therefore, everyone is concerned with improving English proficiency. Nowadays, the educational system in Indonesia has made English as one of the compulsory subjects taught to all secondary schools. Most of secondary schools have taken many efforts to develop four skills of English, listening, speaking, reading, and writing, in order to make the students master English very well.

In addition, reading is one of the four skills that many students are skilled in because the skill is familiar and close to them. Moreover, they encounter a lot of materials that they find around them to be read. Hence, they probably can be more skilled in reading through classroom reading activities. Eskey in Carrel (1988:1) states that for many students, reading is the most important skill of the four skills to activate the background knowledge on a topic in second language, particularly in English as a second and foreign language.

In accordance with the English teaching and learning in Indonesia, the teaching of reading cannot be separated from the current curriculum which is the school-based curriculum. It contains text-types that students need to learn. In addition, they have to deal with some genres of texts to master reading skills.

Hence, English teachers need to select, provide, and use appropriate materials covering different text types.

However, to some students of junior high school, reading is considered as a difficult language skill to be mastered since the majority of the students have low reading skills and interest. Wallace (2003:4) states that one of the difficulties which young learners, especially EFL learners, may have is the incapability to understand texts. In other words, since English is a compulsory subject in Indonesia, the students have difficulties in understanding the English texts because they have a limited exposure and skills to develop their reading. That is why they tend to find difficulties in understanding sentences, also finding main idea and specific information.

Based on the preliminary observation, there were many problems that occur in improving students' reading skill in SMPN 2 Bantul. The researcher found those problems after she held classrooms observation and some interviews with the English teacher and some students of SMP 2 Bantul. The first problem was related to the students' interest in some activities such as listening to the teacher explanation in reading activities. Students did not like reading activities in the class because the reading activities were boring. They tended to discuss another topic instead of reading a text in the class. The teacher said that it was difficult to make the students focus on the lesson. The second problem was related to the lack of vocabulary. The students said that they did not recognize most of the words presented in English passages. The third problem was related to the reading materials. The variation of the materials and teaching media in teaching reading

was very low. The teacher only used worksheet or *LKS (Lembar Kerja Siswa)* as the major source of her teaching reading. The teachers only taught the materials in front of the students and asked the students to read anything written in the worksheet and do the reading task on the worksheet. So, the clever students tended to be active but the other students tended to be passive. Those happened because some clever students dared to ask and to share their opinion to the teachers but the poor students did not. These made the students not learn reading optimally and made the students feel bored.

The teacher said that sometimes she had some difficulties in creating and finding written materials to improve students' reading skill. The teacher only used a worksheet or *Lembar Kerja Siswa (LKS)* to discuss the same topic in every meeting. These problems made the students not attracted and motivated to read in English because they did not have a good exposure.

With regards to the problem concerning the materials, the researcher proposes a solution through the use of authentic materials in the teaching and learning processes. Authentic materials are ones which can be very useful and resourceful to improve students' reading skill in SMP 2 Bantul. Authentic materials provide examples of language as they help students to gain exposure of English compared to the student worksheet or *Lembar Kerja Siswa (LKS)* which discusses the same topic in every meeting.

B. Identification of the Problems

The identification of field problems concerning the English teaching and learning process for the seventh-grade students of SMP Negeri 2 Bantul was done through the class observation and the interviews with the students and the English teacher. The class observation was done on 20 April 2012. Based on the observation, the field problems are shown as follows:

The first problem is related to the students' learning attitude in the teaching and learning process. Firstly, the students were not motivated in doing the class activities. Some students were active but most of the students were passive. The second problem is related to the technique used by the teacher in the teaching and learning process. When the teacher taught the reading skill, she just asked the students to read a text from a worksheet or *Lembar Kerja Siswa (LKS)*. The teacher never used authentic materials or authentic resources to support the students' learning process. It made the students get bored and lack exposure of English text.

C. Limitation of the Study

Limitation of the study was formulated based on the problem in preliminary observation and discussion with the teacher. Students' low reading skill can be improved through using authentic materials because of the following reasons:

Firstly, the use of authentic materials emphasizes real language use that is not specially prepared for teaching and learning processes. Secondly, authentic materials give the students cultural information about the English speaking

countries. It can build the students' motivation to learn English. Finally, the use of authentic materials gives more meaningful and effective teaching and learning processes.

D. Formulation of the Problems

The problem in this research is formulated as follows: How can the English reading skill of the seventh grade students of SMP Negeri 2 Bantul be improved through the use of authentic materials?

E. Research Objectives

The objective of this research is to improve students' English reading skill through the use of authentic materials of the seventh grade students SMP Negeri 2 Bantul in the academic year of 2012/2013.

F. Significances of the Research Study

The study is useful for some people such as the students and the English teacher of SMP 2 Bantul, the researcher herself, and the other researchers. For the seventh grade students of SMP N 2 Bantul in the academic year 2012/2013, it will increase their reading skill. For the teacher, it will exemplify an innovation in developing reading skills. For the researcher, it will be used as an experience on how to conduct an action research study particularly in improving reading skills.

In addition, this study also gives experience for the researcher in handling an English teaching and learning process in a real English classroom.

For other researchers, it will be a reference to conduct a similar study. Moreover, the materials provided in this study can be used as a resource for other studies with similar problems and objectives.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. The Nature of Reading

Reading is one of the four English skills that many students are interested in. Moreover, they encounter a lot of written materials in their life to be read. Likewise, Eskey in Carrel (1988:1) state that for many students, reading is by far the most important of the four skills in second language, particularly in English as a foreign language. Moreover, he states that if consider the study of English as a foreign language around the world – the situation in which most English learners find themselves – reading is the main reason why students learn the language.

Many definitions of reading are proposed by many scholars. Aebersold and Field (1997:15) define reading as something what happens when people look at a text and assign meaning. It is the interaction between the text and the reader that creates meaning. Models of reading in a first language have been created to describe the interaction between the reader and the text, and what happens when people read.

Nuttall (2000: 4) also defines reading as a process. She connects reading with the communication process and states that reading means getting out of the text as nearly as possible with the writer's messages. In other words, the writer as an encoder has something in mind to be shared with other people during that process. To make it happen, the writer puts his ideas into words as a text. Meanwhile the reader plays a role as the decoder, who may decode or construct

meaning of the text, before the messages enter the reader's mind and finally communication is achieved.

In line with those definitions, Urquhart and Weir (1998: 22) cited in Grabe (2009: 14) define reading as "the process of receiving and interpreting information encoded in language through the medium of print." In other words, reading is a process of receiving information. Here the readers do not need to produce any language while reading, they play a role as the receivers, the one who receives the message of the text and to understand it.

Supporting Grabe's definition, Spratt, Pulverness and William (2005: 21) state that reading is aimed at making sense of the texts involving understanding letters, words and sentence levels, also activating the background knowledge. The readers need to draw their predictions, intelligence, and experiences to see the overall purpose of the text and interpret the writers' intention (Nuttall, 2000: 16). So, when the readers deal with a text, they should understand what the letters are, how the letters combine to build a word, and what the meaning of the word combination is, and then they can understand the sentence. The last, they can call their past experience or background knowledge to help them interpret the meaning of the text. Here, rather than the text is at the heart of reading process, the readers become an active participant in which their background knowledge plays an important role in the reading process.

Harris and Sipay (1980:8) define reading as the meaningful interpretation of printed or written verbal symbols. Reading comprehension is a result of interaction between the perception of graphic symbol that represent language and

the reader's language skill and knowledge of the world. In this process, the reader tries to recreate the meaning intended by the writer.

Brown (2004:189) states that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of the reading process to finally reach their understanding about the meaning of the texts they read. It implies that the readers' understanding about the text is the result of the interaction between their thought and the meaning of the text they read.

In line with Brown, Celce-Murcia (2001:154) views reading as an interactive process. It involves a text, a reader, and a social context in which the reading process occurs. She says that the transaction includes the reader's acting on interpreting the text. This implies that the reader's past experiences, language background, and cultural framework, as well as the reader's purpose for reading influences the reader's interpretation about the text.

In addition, Alderson (2000:25) suggests that reading involves a social context. He suggests that reading is socially practiced. In short, reading is not an isolated activity. It is usually conducted for various purposes in the social context. Therefore, social context itself contributes to a reader's ideas of what it means to read. In other words, the Alderson's theories explain that the term "reading" can be defined as an active process of getting meaning intended by the author from printed or written verbal symbols. During this process, the reader combines his/her language skills and background knowledge of the real world to grasp the meaning.

On the other hand, Lenz (2005:1) states that reading is the process of constructing meanings from the text. It means that the reading process involves the readers' ability to make a relationship between the background knowledge of their purpose of reading with the meanings of the text. Finally, its process generates a meaning of the text which is being understood by the readers.

In addition, Pressley (2000:1) clarifies that reading skill requires recognition of individual words to the understanding of sentences in paragraphs as a part of a much longer text. In this stage, the readers need to make connection between all parts of the text from the simplest form (a letter) to the complex one (text as a whole) before getting the entire meanings or messages of the text.

In reference to the explanations above, reading comprehension ability, then, is the reader's ability in understanding the written text to find required information in accordance with the reader's purpose. In this case the readers must be able to find the writer's ideas stated or unstated in the text by applying the most effective strategies of reading.

The theories above explained that the readers who are good at comprehending can organize their background knowledge and the message in the text and decide on the processes needed to meet their purposes of reading. The comprehending process guides the readers to comprehend a reading text systematically. Comprehending process allow them to operate their thought systematically. It may be useful for the readers to get meanings of the text they read in an easier way.

2. Teaching Reading of English as a Foreign Language

Second (or foreign) language teaching, according to Alatis *et al.* (1981:8), is any activity on the part of one person intended to facilitate the learning by another person of a language which is not his or her native language. Furthermore, he adds that good second (or foreign) language teaching is thus any activity which facilitates this learning; bad second (or foreign) language teaching is any activity which fails to facilitate this learning, either by failing to affect this learning at all or by affecting it negatively (by obstructing it).

Further, Stevens in Stern (1983:161) notes that the teaching of English as a foreign language has become a joint activity, containing on the one hand education and methodology, and on the other hand, a sound background. Hafner (1977:434) believes that there should be some supported skills taught by the teacher in teaching reading of foreign language. They are listening, speaking and writing. He asserts that both productive (speaking, writing) and receptive aspects (listening, reading) are the focus of foreign language instruction. He notes that the practical strategies for improving the reading of a foreign language are focused on the area of vocabulary reading acquisition, independent word identification, and comprehension.

Farrel (2002:19) says that it is important for reading teachers to take some time to reflect on the materials or text their students are asked to read. This is because materials can be used to support and enhance techniques and strategies that teachers focus on within a reading lesson.

3. English Teaching and Learning at Junior High School

English is considered as the first foreign language to be learned in Indonesia. It is learned as a compulsory school subject at junior high schools. Junior high school students are considered as teens or young adults whose ages range between thirteen and fifteen. Those students are in an age of puberty. Similarly, Brown (2001: 92) states students at those ages are in an age of transition, confusion, self-consciousness, growing and changing bodies and minds. In other words, teen's students are in the age of transition between children and adults. They are experiencing the process of growing up which makes several changes on their body and mind, and sometimes that process of transition gives them confusion. Those can be some factors that need to be concerned about in teaching English for teens.

Therefore, the teacher should know the characteristics of the students in a level of age to decide how and what to teach. There are some characteristics of junior high school students as stated by Harmer (2001: 39). There are positive and negative characters. The main characteristic is that the junior high school students are emotionally unstable. Since they are in the search of individual identity and tend to be disruptive in class, it can cause discipline problems during teaching and learning process. Their changing in physical and also emotional that makes them very sensitive. They act depend on the stimuli, if they are interested in something, they can perform good responses. They also have a great potential for creativity and a passionate commitment to things which interest them. If they are engaged, they have a great capacity to learn. In that case, teaching junior high school

students need to provoke their engagement with material which is relevant and involving (Harmer, 2001: 157).

4. Teaching Reading for Grade Seventh Students

According to Anderson (1984:14), the modern high school and college should set the stage so that reading may contribute generously to broad understanding, to rational attitudes and personal-social adjustment, to scholastic progress and to enriched and stable personality. He adds that they should recognize the value of books, old and new, and judge their worth by the contribution they make to the students' growth.

The teacher plays important roles in teaching reading for high school students. Anderson (1984:14-15) states that the smart teacher in a modern high school or college is fully aware of the various satisfaction and values inherent in reading. In other words, the teacher is concerned primarily with helping each student develop into a harmoniously adjusted personality.

According to Nuttall (2000: 31), the general purpose of the reading programme is "to enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar authentic texts, at an appropriate speed, silently and with adequate understanding." In other words, the purposes of teaching and learning reading are to prepare students to use the foreign language in real communication, for them to read the real text in the real context.

Moreover, the target of English teaching and learning for junior high schools in Indonesia is to enable students to gain the functional literacy. That is the ability to communicate in simple written English to deal with the daily life contexts, such as reading and understanding newspapers or manuals (Depdiknas: 2006).

Furthermore, students are expected to be able to comprehend English texts in order to learn new knowledge, ideas and concepts. There are some standards of competencies and basic competencies in semester 1 and semester 2 that the seventh grade students of junior high schools have to accomplish in order to learn reading.

Table 1. Standard and basic competencies for seventh grade junior high school (Depdiknas: 2006)

Semester I	
Standard of Competence	Basic Competence
<i>11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk descriptive dan procedure yang berkaitan dengan lingkungan terdekat.</i>	<i>11. 1 Merespon makna terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.</i>
Semester II	
Standard of Competence	Basic Competence
<i>11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk descriptive dan procedure yang berkaitan dengan lingkungan terdekat.</i>	<i>11. 2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive.</i> <i>11. 2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk procedure.</i>

5. Reading Activities

Reading activities are also essential in the teaching-learning process. Moreover, reading skills and strategies are parts of reading activities and support each other.

Mikulecky (1990: 31-32) presents various reading activities that students can do based on the time allocation and the class organization. The first category is individual activities. The activities are pleasure reading, rate building, developing bottom-up skills and vocabulary, and practicing with materials. The next category is small group or pair work. The activities are reading skills exercises and peer conference. The last one is all-class activities. They are in the forms of introduction to new skills, intensive reading lessons, and rate building training (i.e., pacing exercises)

Furthermore, Anderson (1997:16) provides some activities. Students need to do several steps in a text well. They are:

- a. Recognizing words quickly
- b. Using title (s) to infer what information might follow
- c. Using world knowledge
- d. Analyzing unfamiliar words
- e. Guessing about the meaning of the text
- f. Identifying or infer main ideas
- g. Using context to build meanings

Grabe and Stoller (2001:188) also present some activities that students should do when they want to be fluent readers in the following lists:

- a. Recognizing word rapidly and automatically
- b. Integrating text information with their own knowledge
- c. Recognizing the purpose (s) for reading
- d. Recognizing and repairing miscomprehension

6. Authentic Materials

Authentic materials are natural, practical, useful, interesting, and appropriate materials that already exist in real life and that are not artificially constrained to be used in language classes but amenable and adaptable to exploitation for language teaching purposes (Kilickaya, 2004; Crawford, 2002:85; Oguz and Bahar, 2008:330; Shuchin, 2009:174).

There are four important points within this definition of authenticity of materials. First, authentic materials are natural in terms of real life and meaningful communication with their cultural values (Kilickaya, 2004; Oguz and Bahar, 2008:330). Second, related to the application of the authentic materials, they are practical, useful, and interesting to the learners (Riddle, 2001:210). Third, the use of authentic material is appropriate with learners' objectives, needs, age, and interest (Kilickaya, 2004, Hwang, 2005:8). Fourth, authentic materials are amenable and adaptable to exploitation for language teaching purposes (Crawford, 2002:85).

Authentic materials have been used for language learning since several years ago due to the rise of communicative approach. The objective of that approach is to develop communicative competence in a real life. For the purpose of the teaching and learning of English, an authentic text is one whose primary to communicate meaning. The relevant consideration here is not for whom it is written, but that there has been an authentic communicative objective in mind (Swaffar, 1985: 17, cited in Mishan, 2005: 12). Besides that, Wallace in Berardo (2006) adds that authentic materials or texts are texts used in real life

communication which are not written for pedagogic purposes. In brief, a text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has a certain message to pass on the reader.

Gilmore (2007) in Guo (2012: 197) states that authentic materials contain real language produced by real writers for a real audience and are designed to convey a real message. It means that in authentic materials, the language is not imaginary or artificial but originally used in the real world contexts.

In line with Gillmore and Guo, Widdowson (1990) cited in Martinez (2002: 2) states that authentic materials can be defined as the materials designed for native speakers and they are used in the classroom in a way similar to their purpose when they are designed for. Here, the definition points out the term authentic as a real language. Therefore, when teachers bring the authentic materials to the classroom, they should use it in a genuine way in which those materials are designed to. For example, a report text about pollution is used in the classroom so the students can discuss the report on pollution in relation to their city where they live.

Since the language classroom is intended as the preparation for survival in the real world, the purpose of the learning should be the same as they are in a real life. One way to simulate the real world in the classroom has been to use authentic materials to expose students to the language.

Dealing with the real life texts which contain real life information could also motivate students. Those texts provide a new experience dealing with the

language outside the classroom. In contrast, non-authentic materials are not varied and contain artificial language, i.e. language which is designed for learning purposes and concentrating in some materials that have to be taught. Although they are good for teaching structure but the learners will somehow leave the culture in the real life and deal with the real language and encounter varied situations in which different reading purposes are required (Berardo, 2006: 64).

Moreover, using authentic materials in the classroom is significant for many reasons. Martinez (2002), Berardo (2006), and Richard (2006) propose some advantages. Generally, authentic materials include incidental or improper English so the students are exposed to the real discourse. When they come to the teaching and learning contexts, authentic materials contain a wide variety of text types which can be used in the classroom. They support more creative approach to teaching. The same piece of material can be used in a different circumstance if the task is different. They are also ideal to practice the micro skills such as skimming and scanning. They also keep students informed about what is happening in the world and give authentic cultural information, so the students have an intrinsic value. After all, authentic materials have a positive effect on the students' motivation. They encourage reading for pleasure because they contain topics of interest to learners.

Furthermore, Brosnan et al. (1984: 2) in Nunan (2004: 51) also offer some good points of the use of authentic materials which have a natural language, offer the students the chance to deal with a text which has complete and meaningful messages, provides students with the opportunity to make use of non-linguistic

clues such as layout, pictures, colors, symbols, and the physical setting, and provides students with an opportunity to see the immediate relevance of what they do in the classroom to what they need to do outside it. Authentic materials are texts which are not used for teaching purposes. They contain a real language as the native speakers used in real life communication. When they come to the language teaching and learning, they are used in a similar way to their purpose when they are designed for.

7. Authentic Materials in Teaching Reading in a Foreign Language

In using authentic materials in the teaching of reading, the first thing that should be understood by teachers is that the teaching will be successful if the teachers consider the texts given to the students and the activities that they need to do with the texts. Hence, there should be a good collaboration between the texts and the activities presented in the classroom. In the teaching of reading, teachers have to consider the materials used to teach reading to their students. Reading materials cannot be separated from reading texts that are mainly not created for academic purposes existing in daily life. Aebersold (1997:9) states,

Although for many people reading texts means reading books people read many different types of texts every day, such as, labels (on cereal boxes, medicine containers, clothes), instructions (street signs, directions for operating VCR), advertisement (on TV, in magazines, on billboards), and notes (grocery lists, messages) to name only a few. Students actually are faced with such texts in their daily life and they are familiar with the texts. Hence, teachers can use such authentic materials to teach their students because they can be so interested to deal with attractive materials that they are familiar with.

According to Tomlinson (1998:viii), an authentic text is a text which is not written or spoken for language teaching purposes. It is because authentic texts

exist in daily life and people do reading activities to achieve their purposes in extracting meaning of the texts they read and not for achieving their academic goals. However, they are good learning tools for teachers to scaffold their students to improve reading skills because they are closely related to students' real life activities. Moreover, because authentic texts are not graded based on levels of difficulty some are more difficult than the others to be understood. Hence, the teacher should select the texts carefully, with the needs and interest of the students in mind. Day (1998), states that authentic texts are used in language teaching because they are considered interesting, engaging, culturally enlightening, relevant, and motivating. Therefore, there is no doubt that teachers should use authentic texts to teach their students because such texts give many positive effects to students' reading improvement.

On the other hand, Grellet (1981:8) states that authenticity of a text means there is nothing changed from the original text. The presentation and its layout also have to be the same as the original. For instance, a teacher selects a brochure as reading materials for his reading instruction, and then it would be better to present the text as authentic as possible with the original text. It further suggests that, teachers should at least try to keep the texts as original as possible to help students construct meaning using non-linguistic clues included in the texts as anticipation.

Meanwhile, Gower (1995:83) explains some reasons of the use of authentic materials in the classroom. They are:

- a. Authentic materials are real materials that a teacher can find in their real life. Besides, such materials are more interesting and motivating because students can build their confidence if they can understand them.
- b. They provide examples of language as it is really used. It helps students to gain their chances to exposure and acquire language.
- c. The real cultural content of many authentic materials encourages involvement and comparisons (especially in a multicultural group).
- d. Authentic materials lend themselves to authentic tasks: for example, getting information that is really needed by students if they are planning a trip, reading the menu of a restaurant they are going to eat in.
- e. The use of authentic materials can be so effective to help learners to be independent learners such as making predictions and guesses, using references (grammar and vocabulary books, dictionaries).

Authentic texts are real materials that students encounter in the daily life, such as advertisement on magazines or newspapers, labels on medicine containers, brochures, food recipes. Although authentic texts are not created specifically for classroom activities, they are good learning tools for students to improve their reading activities in the class because they are closely related to their daily life. The students will be attracted to something they are familiar with so that they will be motivated to read texts and improve the reading activities in the class. In summary, authentic materials can be so helpful for teachers to teach reading to their students because they give many advantages that can support the success of the reading instruction.

Since the language classroom is intended as a preparation for survival in the real world and since real communication is a defining characteristics of communicative language teaching, an issue which soon emerges in this context is the relationship between classroom activities and real life. Some argue that real world or “authentic” sources is the basis for classroom learning. Riddle (2001:200) thus argue that classroom activities should parallel the “real world” as closely as possible. Since language is a means of communication, methods and materials should concentrate on the message and not the medium. The purpose of reading should be the same in class as they are in real life.

8. Use of Authentic Materials in the Teaching of Reading

The target of English teaching and learning for junior high school in Indonesia is to enable students to gain the functional literacy. That is the ability to communicate in simple written English to deal with the daily life contexts, such as reading and understanding newspapers or manuals (Depdiknas: 2006). In other words, students are expected to be able to comprehend English texts in order to learn new knowledge, ideas and concepts.

Meanwhile, authentic materials support the creation of an authentic learning environment. An authentic learning environment is a setting where EFL learners can feel like using English in the real world in the learning environment. Learners are given more opportunities to use English in reality instead of only treated it as a subject to study. Vivian and Natalie Wu (2008:1) state that a learning environment has five dimensions. They are:

- a. *Physical environment*, i.e. architectures, designs, and arrangement considerations for the school and particularly the instructional spaces.
- b. *Instructional arrangements*, i.e. curriculum contents and characteristics, teaching methods, materials, and media for instruction.
- c. *Social situation*, i.e. teacher-child and child-child interactions, group dynamics, classroom, school, and community social aspects.
- d. *Evaluation instruments and evaluative practices*, i.e. placement, summative, and formative devices and procedures used by school psychologist and other.
- e. *Supportive services*, i.e. in school (health, speech, counseling) and out-of-school (employment counseling follow up) facilities.

Using authentic materials in the classroom, even when not done in an authentic situation is important for many reasons, Martinez (2002:2) proposes some advantages of using authentic materials in the classroom such as:

- a. Students are exposed to a real discourse, as in videos of interviews with famous people where intermediate students listen for a gist.
- b. Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities (Sanderson, 1999).
- c. Textbooks often do not include incidental or improper English.
- d. They can produce a sense of achievement, e.g. a brochure on England given to the students to plan a four-day visit.
- e. The same piece of material can be used under different circumstances if the task is different.
- f. Language change is reflected in the materials so that students and teachers can keep abreast of such changes.
- g. Reading texts are ideal to teach/ practice mini skills such as scanning, e.g. students are given a news article and asked to look for specific information (amount, percentages, etc). The teacher can have students practice some of the micro-skills mentioned by Richards (1983), e.g. basic students listen to news reports and they are asked to identify the names of the country, famous people, etc. (ability to detect key words).
- h. Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.

- i. They can encourage reading pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.

Besides the advantages stated above, Tyler (2005) says that because of the wide variety of text types, language styles, and high frequency of vocabulary existing in authentic materials, they can help ESL/EFL learners to understand the gradation of meaning and intent of what speakers or writers are conveying. It means that they can reinforce students' vocabulary.

Guariento and Morley (2001) also state that the use of authentic materials in the classroom is advantageous to the learning process. It can help teachers to develop students' skills for facing the real world. It encompasses not only spoken words, but also written ones which are facilitate in bridging the gap between classroom knowledge and students' capacity to participate in the real world events. Thus, teachers can bring authentic materials in the classroom to develop students' skills which in this case is through reading class.

9. The Use of Authentic Materials in the Class of Reading

Nuttall (2000) cited in Berardo (2006) gives three main criteria in choosing authentic materials to be used in classroom:

- a. *Suitability of content* means that the texts should be interesting, motivating and also relevant to the students' needs.
- b. *Exploitability* means that the extent to which the text can be used and exploited in order to develop the competence of the learners in the teaching and learning process.

- c. *Readability* means the level of difficulty in the texts. It is about the amount of new vocabulary and new structure contained.

Those all can be shown in the following table:

Table 2. Criteria of Authentic Materials proposed by Nuttal (2000)

Criteria	Means
Suitability of Content	<ul style="list-style-type: none"> a) Is it relevant to the students' needs? b) Does it represent the type of material that the students will use outside of the classroom? c) Does the text interest the students?
Exploitability	<ul style="list-style-type: none"> a) What skill/strategies can be developed by exploiting the text? b) Can the text be exploited for teaching purposes? c) For what purpose should the text be exploited?
Readability	<ul style="list-style-type: none"> a) Is the text too easy/difficult for the student? b) Is it structurally too demanding / complex? c) How much new vocabulary does it contain? Is it relevant?

Besides those mentioned above, Brown (2001: 313) proposes several principles for designing interactive reading techniques that must also be consider

in applying authentic materials in the class by. The teacher should consider the following principles:

- 1) In interactive curriculum, do not overlook the importance of specific instruction in reading skills.
- 2) Use techniques that are intrinsically motivating.
- 3) Utilize techniques with authentic language and content.
- 4) Encourage the development of reading strategies.
- 5) Include both bottom-up and top-down techniques.
- 6) Subdivide the techniques into pre-reading, during-reading, and after-reading phases.
- 7) Build in some evaluative aspect to the techniques.

The first principle leads to the notion of silent reading which allows the students to develop their sense of fluency. The second principle leads to the idea of meaningfulness proposed by Nunan (2004: 51). In order to motivate the students, it is important to choose the materials that are relevant to them. The third principle refers to the importance of using authentic texts. The fourth and fifth are guidance to provide the students strategies and help them find ways to make reading easier and more productive. The sixth principle is similar to Berardo's suggestion which proposes three phases in teaching reading. The last principle deals with assessing the students' reading comprehension which should consider the indicator of comprehension such as doing, choosing, transferring, answering, condensing, duplicating, modeling, or conversing.

In brief, when bringing authentic materials in the classroom, rather than simplifying and making the text less authentic, it can be made more approachable when it follows with tasks related to texts and teacher pedagogic support through teacher's facilitation and interaction. The reading tasks can be divided as pre-

reading, while-reading and post reading activity to accompany the students in order to understand the authentic materials.

11. Micro-skills and Macro-skills of Reading

Each type of genre of a written text has its own set of governing rules and conventions. A reader must be able to anticipate those conventions in order to process meaning efficiently. Brown (2003:187) states about micro-skills and macro-skills of reading in the following:

Micro skills

1. Discriminate among the distinctive graphemes and orthographic patterns of English
2. Retain chunks of language of different lengths in short-term memory
3. Process writing at an efficient rate of speed to suit the purpose
4. Recognize a core of words, and interpret word order patterns and their significance
5. Recognize grammatical word classes (nouns, verbs, etc), system (e.g., tense, agreement, pluralization, patterns, rules, and elliptical forms)
6. Recognize that a particular meaning may be expressed in different grammatical forms
7. Recognize cohesive devices in a written discourse and their role in signaling the relationship between and among clauses

Macro skills

8. Recognize the rhetorical forms of a written discourse and their significance for interpretation
9. Recognize the communication functions of written texts, according to form and purpose
10. Infer context that is not explicit by using background knowledge
11. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as a main idea, new information, given information, generalization, and exemplification
12. Distinguish between literal and implied meanings

13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
14. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts

12. Reading Comprehension

Reading comprehension has been defined in many ways over the years. Nuttal (2000:4) suggests that the overriding purpose of reading is to get the correct message from a text; the message the writer intended for the reader to receive. The idea of reading has changed and moved from what was considered a receptive process, as Harmer (2001:199) says that it is the way in which people extract meaning from the text, to what is now said as an interactive process as Nuttall (2000: 11) states because both the reader and the writer depend on one another. This interaction may get complicated by the fact that the writer is absent at the time of reading and this condition may cause misunderstanding by the reader, except the reader can comprehend the text well.

According to Klingner, Vaughn and Broadman (2007: 8), reading comprehension is a process of interaction between readers and what they bring to the text, such as their prior or background knowledge and strategy use. This process also includes the variables related to the text, for example the readers' interest of the texts and their understanding of the genres of the texts. It means that what the readers learn and how they respond the text and comprehend the text is individualistic. The process of constructing meaning depends on the individual competencies, such as experience and how to interpret the text.

As said before reading comprehension considers as a complex process, Irwin (1991) cited in Klingner, Vaughn and Broadman (2007: 9-11) proposed five basic comprehension processes. These processes work together simultaneously and complement one another. First, the micro processes happen within individual sentences. It is the ability to remember the idea of a text that carries meaning. The second are the integrative processes. It is the process of understanding and inferring the relationships among clauses to make connection across sentences. Next, macro processes are the ability to organize ideas in a coherent way. These processes can be done through selecting the most important information to remember and delete relatively less important details. Also, there are elaborative processes. These processes connect the information provided in the text to the prior or background knowledge. The last processes are metacognitive processes. It is the conscious awareness or control of the cognitive process. In these processes the readers try to understand the texts, select what information to remember and decide the strategies used when reading. The metacognitive strategies that the readers use include repeating information to enhance recall, underlining important words or sections of a passage, note taking, and checking understanding.

Actually, there are some ways in processing texts. They can be used as an approach or strategies dealing with the texts whenever the reader reads. It includes top-down, bottom-up and interactive approach. Bottom-up approach focused on identifying the words and phrases and then finding the detail information to build up the meaning of the text Hammer (2001: 201). Here, the reader starts to recognize the written symbols as the smallest units to build up the meaning, and

then continue to construct to the writers' intention of the whole text. According to Nuttal (2000: 17), this approach can be used when an initial reading leaves the readers confused because their world knowledge is inadequate or the writer's point of view is very different from their own.

Top-down processing is the opposite, where the global meaning of the texts is built through the relation of the texts as a whole, prior knowledge and also experience of the reader. It requires readers to be an active participant. They draw their prediction, intelligence, and experience to see the overall purpose of the text and interpret the writers' intention (Nuttall, 2000: 16). The last is interactive approach where both previous approaches are combined by a conscious choice of the reader and every component in the reading process can interact with any other components. So, both approaches are important and to be used together; top-down to predict the meaning and bottom-up to check it.

In brief, reading comprehension starts from the small unit of text which are words, and then phrases, clauses, sentences until texts. The comprehension depends on the ability of the reader to draw meaning from the printed words to interpret the information appropriately. This comprehension may include the variable of the text, such as vocabulary, syntax, grammar and the variable of the reader, like the background knowledge, cognitive development, strategy use, interest and purpose.

13. Classroom management

Brown (2001: 192) states, "One of the simplest principles of classroom management centers on the physical environment for learning: the classroom

itself.” The statement means that a good atmosphere of a teaching and learning process in the classroom depends on the situation in the classroom itself. In addition, Brown (2001:192-194) presents four categories of the physical environment of the classroom influencing the establishment of a good classroom energy.

Firstly, the classroom energy is influenced by sight, sound, and comfort. A good preparation of a teaching and learning process is affected by the atmosphere that students feel when they enter the classroom. They are firstly affected by the atmosphere by what they see, hear and feel. The students’ energy can be built by the following aspects:

- a. The classroom is neat, clean, and orderly in appearance;
- b. Chalkboards are cleared;
- c. Chairs are appropriately arranged;
- d. The classroom is free from external noises and feasible.

Secondly, the seating arrangement should be set to provide a good atmosphere in the classroom. The students need to see each other so that they can build a good interaction in the class. Moreover, the students should be allowed to have a comfortable pattern of self selection in the location where the students sit.

Next, the chalkboard use is also essential to enhance the classroom energy. The students can receive the materials better when they are helped with good visual input along with good auditory input. Teachers can illustrate the materials with words, pictures, charts, and graphs. Nowadays, many schools have changed

the use of chalkboards as one of the classroom media with another media called whiteboards that can ease the class members to make illustration on it without using chalk. The use of whiteboards should be neat, meaning that whiteboards should be erased as often as possible because a messy and confusing whiteboard can drive the students crazy.

Finally, the equipments existing in the classroom also influence the teaching and learning process. The equipment can be used to support the class members to have the quality teaching and learning process in the classroom.

13. Relevant Research Studies

The use of authentic materials in English teaching and learning process is indeed not relatively new. Some researchs on the use of authentic materials, such as maps, signs, magazines pictures, product labels, recipes, menus, songs, memos, and many others have been carried out.

Some results of relevant research studies on the use of authentic materials are presented as follows:

- 1) Wen-Chi Vivian Wu and Pin-hsiang Natalie Wu (2008) conducted a study on the use of authentic learning environment, including authentic materials, to improve students' motivation. Before conducting their research, they observed that the motivation to study English of the students of a Taiwanese technical university was low. After employing authentic materials which belongs to authentic learning environment in the teaching and learning process, the motivation was high. They then concluded that the authentic materials

could improve students' motivation and thus students' proficiency and achievement.

- 2) Shan-fang Guo (2008), in his research using idiomatic expressions which were part of authentic materials, found that the use of authentic materials could challenge students to imagine the original use of the idioms because this task could involve them in problem solving which required cognitive efforts with a deeper cognitive level. The mean before the research done was 28.771. After the research was carried out, the mean of the post-test was 82.943. Moreover, if it was compared to the control group, it was shown that the performance of students in the experimental group was significantly better.
- 3) Based on the research that Jacobson, Degener, and Purcell Gates (2003) carried out, it was found that students who learnt using authentic materials got more insight on the use of the materials itself. Further, it helped support students in their learning of new uses such as reading and writing.

B. Conceptual Framework

Many experts have presented a lot of theories related to reading concept and their implementation in the teaching-learning processes. Moreover, other aspects related to reading instructions are also essential including students, teachers, teaching methods, reading materials, reading activities, media, and classroom management used in classroom activities. These components can determine the

success of a reading instruction and also the development of students' reading skills and activities in the classroom.

In relation to the teaching and learning processes in Indonesian Junior High Schools, the reading skills required in the 2006 Junior High School Curriculum deal with short functional texts, descriptions, and procedure texts. Hence, reading materials can facilitate students to deal with such texts. In a reading instruction, there are two kinds of reading materials that can be used in the classroom reading activities including non-authentic materials and authentic materials to facilitate students in improving their reading skills. However, because reading activities are closely related to students' real life skills, the learning tools required in classroom activities should facilitate them to connect their classroom reading activities and their life activities.

Moreover, the learning tools should be presented in interesting and various ways. The students need to experience themselves with various reading activities in the classroom so that they will be more motivated to learn reading and reduce their boredom. The learning tools that students find in their daily lives are authentic texts. Authentic texts are real materials that students encounter in their daily lives, such as advertisements on magazines, newspaper. Therefore, teachers can design reading materials from authentic texts to be used in the classroom to vary reading activities and scaffold their students to cope with such texts.

In order to use these materials in a reading instruction to improve students' reading activities, there should be actions to enhance the teaching and learning

processes and action research might be the appropriate study for reaching the goals. It includes the application of fact finding to practical problem solving in a social situation with a view to improve the quality of actions within it, involving the collaboration and cooperation of researchers, practitioners, and laymen.

Authentic materials could be one of the effective sources to overcome the materials problem. It is important to teach the reading skill using authentic texts whenever possible. Authentic texts would help the students to get the main point of the text because the replacing words or structures are already familiar to the students. Therefore, the authentic materials could be effective to solve the materials problems in improving the reading skill.

CHAPTER III

RESEARCH METHOD

This part was presented some aspects in the research method, which is the type of the research, research setting, research subjects, data collection techniques, trustworthiness of the data and the data analysis techniques. The explanation of each aspect is presented.

A. Type of the Research

This study applied action research. Carr and Kemmis in Burns (1999: 6) describe action research as ‘self-reflective enquiry’ aimed at understanding and improving social or educational practices. In relation with the problem of research, the researcher would choose action research as a way of solving the problem.

This research involved of four phases in a cycle of research. The cycle may become continuity until it has achieved a satisfactory outcome. The action research design can be illustrated as follows;

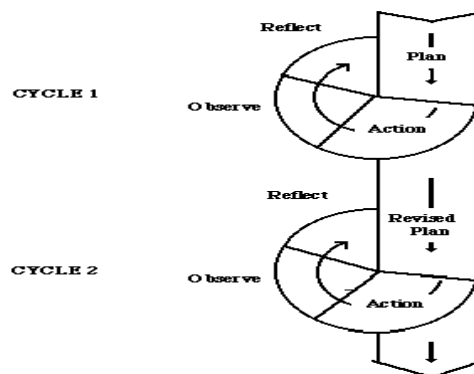


Figure 1. The steps of action research

There are four steps in this research. The steps are presented as follows:

1. Reconnaissance

In this step, the researcher observed the place where she carried out the action research. Based on the result of the observation, the researcher identified the problems during the teaching and learning process.

2. Planning

The researcher made plans to be implemented in the action research. In this step the researcher selected some activities that were considered as authentic materials to be implemented in improving the students' reading skill.

3. Implementing and observing the actions

The researcher implemented the plans she made before. Then she observed the class to find out the problem and see how effective the action was. During the process, the researcher recorded the events that happened in the classroom. The schedules were presented below:

Table 3. Schedule of the research

No.	Cycle	Meeting	Day and Date	Material
1.	Cycle 1	Meeting 1	Monday April 15 th , 2013	Short Functional Text (Zodiacs)
		Meeting 2	Thursday April 18 th , 2013	Procedure text (Class Decoration)
		Meeting 3	Friday April 19 th ,	Procedure (How to make a cream

(continued)

(continued)

			2013	sicles)
2.	Cycle 2	Meeting 1	Monday April 22 nd , 2013	Descriptive texts (Chimpanzees and Orang-Utan)
		Meeting 2	Thrusday April 25 th , 2013	Short functional text (pamphlets)
		Meeting 3	Friday April 26 th , 2013	Descriptive texts (Tugu Jogja and Missing Person)

4. Reflection

In this step, the members of the research evaluated the action. Reflection were carried out by discussing the problem and the successes of the action during the action implementation.

The actions implemented are efforts to improve seventh grade of SMP Negeri 2 Bantul of students' reading skill through using authentic materials. The actions are based on planning, acting, observing, and reflecting. The researcher herself and the collaborator worked together in finding the obstacles and weaknesses of students' reading skill, identify the problems, make a plan, carry out the actions, and do the observation and reflections of the actions.

B. Research Setting

The study had carried out in SMP Negeri 2 Bantul. This school is located at Jalan Raya Bantul Nomor 2/III Bantul Kotak Pos 55702 Telepon (0274) 367561. The school building has two floors. There are four offices in this school. They are a head master office, the teacher office, the administration office and the students'

affair office. There are 12 bathrooms, 21 classrooms, a prayer room and a health care center.

This research had carried out in Grade VII E. The class has 29 students consisting of 13 male students and 16 female students. The English teaching learning process is carried out three times a week. Each class had duration 40 minutes per one class hour. There are five English teachers. Each of them is a graduate from the English education. The English teacher who teaches grade VII is a female teacher.

C. Research Subjects

The research subjects are all members in English teaching learning processes in Grade VII. There are the students of seventh grade of SMP Negeri 2 Bantul and the English teacher. The students of seventh grade of SMP Negeri 2 Bantul have different educational background. The students of seventh grade of SMP Negeri 2 Bantul have different economic background. Most of their parents work as civil servants, farmers and entrepreneurs.

D. Data Collection

In order to obtain the data, the researcher did several activities. The data of the research were in forms of interview transcripts, field notes, photographs. The techniques used in the research were:

1. Class observation

Class observations were done to know what happened in the classroom when the action was conducted. In doing the observation, the field notes are needed to gain clear descriptions of the English teaching learning processes. The observation included the students' motivation in learning English materials, the activities in the classroom, and the problems during the action.

2. In-depth interview

The interviews were conducted to gain the data about the students' behavior and the teachers' behavior during and after the teaching and learning process. The interviewees were the students of seventh grade, the English teacher, the collaborator and the school principal.

3. Media and Photographs

Photographs and media were used to support the data from the class observation and the interview. They were also used to ensure the trustworthiness of the data from the class observation and the interviews.

E. Trustworthiness of the Data

To enhance the trustworthiness of the data and to avoid the subjectivity in analyzing the data in action research, the researcher would use triangulation. The aim of triangulation is to gather multiple perspectives on the situation being studied. Burns (1999: 164) states that triangulation is a way of arguing that if different methods of investigating produce the same result then the data are likely to be valid. Burns proposes four forms of triangulation.

The first is time triangulation. It means that the data are collected at one point in time or over a period of time to get a sense of what factors are involved in the change process. The second is space triangulation. In this form, data are collected across different sub groups of people to avoid the limitation of the research conducted within one group. The third is investigator triangulation. In this way, more than one observer is involved in the same research setting to avoid the biased interpretation. The fourth is theoretical triangulation. In this form, data are analyzed from more than one perspective. The researcher will analyze the data based on more than one theoretical review in interpreting the data.

In this research, the trustworthiness was enhanced by using multiple data gathering techniques and gaining different perspectives of the research participants (the students and the English teacher) to produce the same results considered reliable. The multiple techniques were in the forms of observation sheet and interview guidelines and also taking the photographs during the implementation of the actions.

For the observation, the researcher observed activities that could be caught by her senses, such as students' motivation during the teaching and learning process, the class atmosphere, the teacher's way in presenting the material especially English authentic materials and the learning media used. Here, the results of the class observation would be arranged in the field note forms.

For the interview, the researcher would ask questions about the implementation of her activities. The results of the interview were shown in the interview transcripts.

F. Data Analysis

a. Data Analysis Technique

In this action research, the improvement of students' academic achievement and learning processes data would be analyze by the descriptive quantitative technique. The data about students' feeling and experience would be analyze by descriptive qualitative technique. The data would be analyze continuously during the research activities. Based on the explanation of Miles and Huberman (2005:89), the qualitative data analysis was done through some reduction data steps. There are the data collection, data reduction, data display, and conclusions (drawing and verifying). The reduction data were done through selections, simplification, focuses, data abstractions, systematically transformations, and data rational to show material used as the reason to give the answers of this action research. The data were shown through narrative explanations and tables. The conclusion was taken from the organized data in the form of sentences with its extensive meanings.

b. Data Validity

According to Anderson in Burns (1999: 161-162), there are five types of validity. They are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

1. Outcome validity

It means that the research will be conduct based on the need of successful learning using authentic materials. It is related to the notion of

actions leading to outcomes that are successful within the research context.

In order to get outcome validity, the research did not only focus on the problem solving but also planned to make new questions.

2. Process validity

It means that the worth of the research was taken on the process not merely on the results of the research. So, the process was done systematically in order to get the complete information to describe the process in using authentic materials. It would raise questions about the dependability and competency of the research. To get process validity, the researcher would collect the data by doing observation and noted in the process during the action.

3. Catalytic validity

It means that this research was done by considering the principle that this research would be useful and gives deeper understanding for the researcher and all members of the research and motivating them to do related research.

4. Dialogic validity

It means that in conducting the action research, the researcher consulted to other members of the research, the expert or even to the teacher of the English in SMP Negeri 2 Bantul in order to consider the action or to get a conclusion.

5. Democratic validity

It related to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. In getting democratic validity, the researcher interviewed the principal, the English teacher, and the students. The interview focused on finding the problem solving. The interviews were conducted during the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the process of the research, its findings and interpretation. There are two sections. The first section presents the reconnaissance step. The second one reports the results of the action research cycles including plans, actions and observation, and reflections.

Before discussing the first step of the research, the researcher did a class observation in class 7 E of SMP Negeri 2 Bantul to know the teaching and learning process in the seventh grade of SMP Negeri 2 Bantul. Then, the researcher interviewed some students of class 7 E of SMP Negeri 2 Bantul to gain more information to support the class observation. The interviews were also conducted with the principal and the English teacher.

A. Reconnaissance

In this step, the researcher did a class observation to find the problems concerning the English teaching and learning process of the seventh grade students of SMPN 2 Bantul. Moreover, the principal, the English teacher, and the seventh graders were interviewed to get some input about their opinion concerning the weaknesses and suggestion related to the English teaching and learning process.

The class observation was done on March 29th, 2013. The results of the class observation is represented in the following field note

The researcher came to the class with the English teacher. Some students were not ready yet when they came in to the classroom. The students were not at their desks and kept walking around. The English teacher greeted them by saying “Good morning.” but not all of them responded it. She stood in front of the class but most of the students still talked to their friends. Before the lesson was started, she asked the researcher to sit at the back of the class.

The English teacher started the lesson by asking the students’ condition. After that she asked the students to open the LKS. It seemed that they had homework or an unfinished task in the last meeting. They started to discuss the task in the LKS (homework book), that was about expression asking for and giving something in the LKS:

Nanda : Hi, Shinta, Please come in

Shinta : No, thanks. **I just want to give this to you..... noodle cakes.**

Nanda : Oh, thank you very much. Did you make them yourself?

Shinta : Yes. This is the first time I made them. I hope you like them. By the way, do you have milk?

Nanda : Yes, I do.

Shinta : **May I ask for some?** Actually the cakes should be eaten with milk, which I forgot to buy.

Nanda : Sure, but please come in first.

(source: Bima, B. Marta Yuliani. 2012. *LKS PR Bahasa Inggris*. Klaten: PT Intan Pariwara)

The English teacher asked the students to practice the conversation above in front of the class. The students got bored because the materials were not motivating and uninteresting. The students were asked to practice the conversation above in front of the class. Other students were not interested in listening to their friend presentation because the the teacher just focused on the students that presented their conversation .

Then, the teacher explained about the expression related to the conversation above:

Asking for Something	Giving Something
<ul style="list-style-type: none"> • Would you please give me the book? • May I have some slices of bread, please? • I need some color pencils to color my drawing. • Can I have a board marker, please? • I'd like a glass of tea, please. 	<ul style="list-style-type: none"> • Yes, of course • Certainly, here you are. • Here are the color pencils. • Sure. Here you are. • Help yourself.

(source: Bima, B. Marta Yuliani. 2012. *LKS PR Bahasa Inggris*. Klaten: PT Intan Pariwara)

(continued)

(continued)

Later, they had to answer the questions following the text. Some students told the English teacher that there were some students who did not finish their task. Then the English teacher just told the students to do the task. She asked them about one of the questions, but no one wanted to answer her question. He gave incorrect answer and had grammatical problems and poor pronunciation. The other students started to make fun of him by making a plane from a paper. Then she gave a chance to another student to answer, but no one wanted to be the volunteer. She then just corrected the student's answer. After that she asked another question, a yes-no question, to the students. Most of them tried to answer but they answered incorrectly. Just some could give a correct answer. After explaining the text, she asked the students to translate it and answer the questions given on the book. The English teacher answered it in Indonesian. Then, the students start to do their task. There were some students who did not started to work, but they kept talking with their friends. The English teacher asked whether or not the students had finished their task. Then, she said that it was the end of their lesson today.

(Field Note 4)

Based on the vignette above, the researcher identified the problems relating to the observation activities in the following table. The researcher put a code in each problem. The codes are categorized based on the observation activities of the teaching and learning process.

Table 4. The Main Causes of the Teaching and Learning Process

No	Problems	Code
1.	The students were not motivated in doing the class activities.	T & CM
2.	Some students were active but most of them were passive.	S
3.	The technique used by the teacher in the teaching and learning process is monotonous especially in the teaching reading.	T
4.	The teacher never used authentic materials or authentic resources to support the students' learning process.	S
5.	Students did not like reading activities in the class because the reading activities are boring.	S
6.	The students said that they did not recognize most of the words presented in English passages. (lack of vocabulary)	S & T
7.	The variation of the materials and teaching media in teaching reading was very low.	T

(continued)

(continued)

8.	The teacher only used worksheet or <i>LKS (Lembar Kerja Siswa)</i> as the major source of her teaching reading.	T
9.	The seating arrangement in the teaching and learning process tended to be teacher-centered	CM

Note: T: Teacher S: Student CM: Classroom management

1. Identification of Field Problems

After doing the class observation and the interviews, the researcher and the English teacher identified the problems related to the English teaching and learning process in SMPN 2 Bantul. The problems are presented in the following table.

Table 5. The Identification of the Problem Related to the Teaching and Learning Process

No.	Field Problems	Main Causes
1.	The teacher never used authentic materials or authentic resources to support the students' learning process.	The teacher had no more time to find authentic EFL materials.
2.	Students did not like reading activities in the class because they were boring.	The students were not interested in learning English especially reading activities.
3.	The students said that they did not recognize most of the words presented in English passages. (Lack of vocabulary)	The students were not motivated by the material to learn English so that the students did not recognize the word in English easily.
4.	The variation of the materials and teaching media in teaching reading was very low.	The teacher only used student worksheet or <i>Lembar Kerja Siswa (LKS)</i> in the teaching and learning process.
5.	The teacher only used worksheet or <i>LKS (Lembar Kerja Siswa)</i> as the major source of her teaching reading.	The teacher only had a limited source to teach English especially reading skill.

The first category was related to the material to support the students' learning process. The teacher had no more time to find authentic EFL materials. The second category was related to the students' interest in the reading activities in the classroom. It happened because the students were not interested in reading activities. The third category was related to vocabulary. It happened because the materials did not motivate the students to learn English so that the students did not recognize the word in English easily. The fourth category was related to the variation and teaching media used by the teacher. The teacher never used various media such as using realia in the classroom or using LCD to present her materials to the students. The last category was related to the use of worksheet (*Lembar Kerja Siswa* as a major source to teach English). It happened because the teacher only had a limited source to teach English especially in reading skill.

2. Identification of Field Problems to be Solved

As stated in the beginning of Chapter I, the researcher only focused the study on improving reading activities by using authentic materials in the reading teaching and learning process. Thus, the researcher and the English teacher decided to overcome the field problems based on the urgency level and feasibility to solve in the following table:

Table 6. The Identification of the Problem Related to the Teaching and Learning Process

No.	Field Problems	Code
1.	The materials were mostly taken from textbooks.	T
2.	The students rarely had authentic texts in the reading	S

(continued)

(continued)

	teaching and learning process.	
3.	The reading tasks given to the students were not interesting.	S
4.	The students got bored with the classroom activities.	T
5.	The students lacked vocabulary in understanding texts.	S

Note: T: Teacher S: Student

After determining the field problems that would be solved, the researcher and the English teacher analyzed the problems to find the main causes. This step was needed to recognize the obstacle and the weaknesses in relation to the field problems found. Thus, the main causes of the field problems concerning the reading teaching and learning process of the seventh graders of SMPN 2 Bantul are presented in the following table.

Table 7. The Identification of the Problem Related to the Teaching and Learning Process

No.	Problems	Main Cause
1.	The materials were mostly taken from textbooks.	Textbooks were used to ease the teacher in making the lesson plans and to save time.
2.	The students rarely had authentic texts in the reading teaching and learning process.	The English teacher preferred using textbooks to introducing authentic text to the students to vary the reading activities.
3.	The reading tasks given to the students were not interesting.	The teacher focused on the need of finishing the materials from the textbooks as quickly as possible using one-way interaction in the class. The teaching learning process was based on the teacher-centered learning.
4.	The students got bored with the classroom activities.	The learning activities presented in the class were monotonous.
5.	The students lacked vocabulary in understanding texts.	There were no media and techniques to help students understand the texts.

3. Determining Actions to Solve the Field Problems

Having discussed the field problems concerning the reading teaching and learning of the first-grade students of SMPN 2 Bantul, the researcher and the English teacher made some plans to do possible actions to solve the field problems. The actions are presented in the following table

Table 8. The Identification of the Problem Related to the Teaching and Learning Process

No.	Problems	Main Cause	Action to solve
1.	The teacher never used authentic materials or authentic resources to support the students' learning process.	The teacher had no more time to find authentic EFL materials.	Provide various authentic EFL materials from various sources.
2.	Students did not like reading activities in the class because the reading activities are boring.	The students were not interested in learning English especially reading activities.	Using interesting media and classroom management in the reading activities in the classroom.
3.	The students said that they did not recognize most of the words presented in English passages. (Lack of vocabulary).	The materials were not motivated the students to learn English so that the students did not recognize the word in English easily.	Provide word glossary.
4.	The variation of the materials and teaching media in teaching reading was very low.	The teacher only used student worksheet or <i>Lembar Kerja Siswa</i> (LKS) in the teaching and learning process.	Using various media for reading materials from different sources.

The first action was done to give different reading materials from the ones that the students usually got in the class. They mostly used textbooks to learn the

reading skill in the class. The textbooks contained several texts that were not interesting to read. In addition, the contents of the book were not specifically related to the students' life. Although the texts in the books are written based on the topics from real life activities, the students needed to experience to deal with authentic materials such as a kind of procedure text from magazine and short functionl text taken from the Internet to work with different reading activities in the class. They could be used to improve the reading activities in the class and also to prepare the students to cope with the texts in their daily life.

The next action is using interesting media to support the reading texts that had been selected to be used. The use of authentic materials was not enough to scaffold the students to deal with the text. They also needed appropriate reading tasks that could support them to improve reading activities. Also, the tasks such as answering the questions should be as interesting as possible to give them some views of the real reading activities, they might encounter in the real life although they live in a non-English speaking country. The purpose was to help students learn authentic texts based on real life tasks in a classroom setting.

Besides authentic texts and various reading activities in the reading teaching and learning process, another component was also needed to make the action successful. Hence, appropriate media were used to promote the students' interest and comprehension to the reading materials and tasks. The media provided were not only appropriate to help students understand the texts but also were interesting. They were in the forms of a whiteboard, pictures, realia, magazines, and papers for activity. Moreover, to help students in understanding

the texts, the researcher also provided picture glossaries and models of ways to do something.

The last actions dealt with the attempts to improve the classroom management. As stated before, one of the field problems found in the teaching learning process was noise that the students made. The students did not like reading activities in the class because the reading activities were boring. Hence, the class was organized to give opportunities for every student to be involved in every reading activity in the class. It aimed at building a two-way interaction among students and between the teacher and the students. Also, it prevented a one-way interaction in which the students only listened to the teacher.

B. The Reports of Cycle 1

1. Planning

As discussed in the previous section, there were four main problems that would be solved in this research. The field problems concerning the reading teaching and learning of the seventh-grade students of SMP Negeri 2 Bantul were as follows:

- a. The teacher never used authentic materials or authentic resources to support the students' learning process.
- b. Students did not like reading activities in the class because the reading activities are boring.
- c. The students said that they did not recognize most of the words presented in English passages (Lack of vocabulary).

- d. The variation of the materials and teaching media in teaching reading was very low.

Therefore the researcher and the English teacher planned the actions to overcome the field problems. The actions implemented in the first cycle were:

- a. Giving authentic materials to improve the reading materials for the seventh graders,
- b. Creating various and interesting reading tasks to vary the reading materials,
- c. Using appropriate media to help students understand the authentic texts given,
- d. Making attempts to improve the classroom management and allowing every student to get involved in the reading activities.

2. Action and Observation

Cycle I was done in three meetings. The first meeting was held on April 5th, 2013, the second one was on April 8th, 2013 and the third one held on April 11st, 2013. The implementation of each action could be seen from the process of the reading teaching and learning in each meeting. The researcher acted as the teacher and the English teacher as the observer, while the researcher's friend acted as the collaborator of the researcher.

a. Meeting 1

In the first meeting, the first action was to give the students authentic texts that were appropriate for them and related to their surroundings. They were

given a kind of short functional text in the form of zodiacs. It was because the researcher wanted the students to know more about the zodiacs and the logo of each zodiac. Zodiacs were chosen to promote a short functional text. In addition, based on the standard of competence and basic competencies of the 2006 school-curriculum concerning the learning of reading skills at the second semester, the seventh grade students should be exposed to short functional texts which are related to their surroundings to solve daily problems. Therefore, zodiacs could be a type of texts that could be used as the learning tool for the students to connect their classroom language learning with real-life activities surrounding them.

R : “*Tadi belajar apa Dayinta*” (What have you learned before?)

S : “*Itu kak.... macam-macam zodiacs*” (The kinds of zodiacs)

R : “*Ada apa aja tadi? Inget ngga?*” (Could you mention some of them? Did you remember that?)

S : “*Banyak kak... ada Leo, Sagitarius, ada gambarnya juga*” (Many, There are Leo, Sagitarius, and their picture)

R : “*Jadi menarik dan mudah kamu pahami ngga dek?*” (Are they interesting and easy to understand?)

S : “*Iya...*” (Yes)

(Interview 19. Line 9-14)

The zodiacs were taken from a source that is *Cool and Smart* magazines. The zodiacs texts were used as a model of introducing the material in the first meeting.

The next action was giving various and interesting reading tasks. The tasks were created to give the students some views about the reading activities

they might face in the real life. The focused skill in the first meeting was the scanning skill. Because the purpose was to scaffold the students in dealing with authentic texts, the reading tasks were created as authentic as possible in the classroom setting. Every task was designed to make the students understand the ways to deal with such texts. In the beginning of the lesson, one of the students was asked to come to the front of the class to find the information that the researcher asked.

- R : “What is the logo of Sagitarius?” (*apa lambang dari zodiacs Sagitarius?*)
S : “Lion... Miss” (*Singa....Miss*)
R : “Very good, and what are person of Sagitarius like?” (*bagus, apa karakter orang yang memiliki zodiacs Sagitarius?*)
S : “Optimistic and Brave” (*Optimis dan Berani*)
(Field Note 6)

After the first student did the task, some of the students were enthusiastic to answer the researcher’s question in front of the class. Then, there were two students who were asked to do the same as the previous student. The next task was the group task. In this activity, the students were asked to make groups of six. The zodiacs were divided in two parts and each group had different parts of the zodiacs. Three groups got the first part while the rests got the second part. The task was to fill in an incomplete table based on the information contained in both parts of the zodiacs they had. Each group was asked to do their own part first. Then, they had to do information gap activities by sending one of the group members to another group holding the different part of the zodiacs to complete the rest of the information they needed to fill in.

The purpose of the task was to give the students practices to share information with others and to ask information if they did not know about the information they needed. This task represented the situation they might deal with in daily activities. They could ask for information to a person they met in the daily life, for instance. The students were enthusiastic to do the task although some students made noise because they did not do the task.

The activity continued to individual task. It was done to check the students' understanding about the material given that day. A zodiac was given to each student. Then, the students were asked to find the information based on the questions provided. The individual task was in the form of comprehension questions. This activity led the students to find the needed information based on the questions. The students did the task seriously because they wanted to be able to find all information correctly.

In this activity, the researcher got difficulties in managing the time. It was because the group task spent a longer time than the individual task did. It was difficult to ask the students to use their time effectively in doing the group tasks. Some students who did not do the task made noise so that the activity could not be finished.

The third action was using appropriate media to help students understand the text. The medium used was a whiteboard written with difficult words and the synonyms of the words. It aimed at helping students understand the difficult words they found in the text. Another word *character* was explained using its synonym which is the type of a person. The students could understand the

meaning of the key words through the similar meaning given to them without opening any dictionary. It could help the students to remember the words when they found such items from a zodiac they might read.

The last action in the first meeting was dealing with making attempts to improve the classroom management. The student's seating arrangement was set in small circle patterns to prevent one-way interaction between the teacher and the students in the group work. The students were free to place their groups anywhere in the class but still under the teacher's control. It aimed at reducing the boredom that might exist during the group work.



Figure 1. The students were arranged in the circle pattern to minimize boredom

a. Meeting 2

The actions implemented in the second meeting were the same as the plans implemented in the first meeting. For the first action in the second meeting, the students were given another type of authentic materials that is procedure. There were two types of procedure texts including a procedure text about using removable adhesive and of making alphabet origami. Both texts were combined based on the theme, which was classroom decoration.

Based on the standard competencies and basic competencies contained in the standard of content of 2006 school curriculum, procedure texts were essential for the first-grade students at the second semester because they were compulsory for this level. Also, such texts were easier to be understood by the seventh graders in order to learn reading skills.

The activity supporting the first action was the activity of making alphabet origami. When the researcher informed the activity of the day, some students underestimated the activity. They said, *“It’s an activity for kindergarten students”*. However, the researcher explained what kind of task they had to do that day so that they understood and agreed to do the activity. Unlike usual origami, the students were asked to arrange the alphabet of their English teacher’s name that is *“C Mari Eni Widarsih”*. Hence, each student got each component of the alphabet origami.

After finishing the origami, the students stuck the alphabets using the removable adhesive on the frame provided. It aimed at checking whether the students could use the adhesive based on the accurate procedure. The students were enthusiastic to do this task.



Figure 2. The media (Faber Castell-Removable Adhesive)

The students could fold the paper well because they were helped with the pictures in the instruction. Moreover, they were helped to understand the text. For example, the word “fold in” was explained with the action of folding in. Also the term “dotted lines” was explained by drawing dotted lines on the white board so that the students understood the meaning of the words. The students were told that each of them had responsibilities to make each component of their teacher’s name. Therefore, they had to do the task well on making the alphabet origami. They seemed to do the best to make their alphabets. It can be seen from the following interview:

- R : “What is the first step to make A?” (*Apa langkah pertama ketika kita membuat A?*)
 S : “Fold in the dotted lines to make creases and fold back” (*Lipat menurut garis putus-putus dan buka kemudian lipat kembali*)
 R : “Good.... kemudian what is the last step to make C?” (*Bagus..... kemudian apa langkah terakhir ketika membuat C*)
 S : “Turn over” (*Putar balik*)
 R : “Very good.... let’s continue” (*bagus..... mari kita lanjutkan*)

Field Note 11

Next, the students were introduced to a type of adhesive that is removable adhesives. The students looked curious with what they were seeing. They never saw that kind of adhesive. There were some interesting aids provided. They were the Tack It removable adhesive, *Manila* papers, students’ photos, and origami papers. These aids were so helpful for the students to make a connection between the texts they read and the real tasks they did. The students looked curious about the media they had. Firstly, they never saw such removable adhesive given to

them and they wanted to know how to use it. They were reminded to be patient because they would know how to use it after the procedure was given.



Figure 3. Origami paper

Another medium was origami paper. They were used to facilitate the students to make alphabet origami. The paper was so helpful to support the success of the task given to the students. Besides, the students were also interested in the colorful papers. Some of them asked to get their favorite colors of origami paper. The researcher gave the origami paper to them. The media were successful to promote the students' interest.

The last action was dealing with the classroom management. The students were free to take any position in the classroom. However, it was still in the researcher's control. It meant that the students could feel free to do the task but they were not permitted to make noise if they were not related to the materials being discussed.



Figure 4. The students were free to make their own origami based on the procedure text given

It was successful to reduce the students' boredom during the actions. The students had fun with the creative task but still could learn the reading skill with interesting reading activities in the classroom.

b. Meeting 3

The actions implemented in the third meeting were the same as the plans implemented in the first meeting. For the first action in the second meeting, the students were given another type of authentic materials that is procedure text. The students were given a kind of recipe taken from a magazine:



Figure 5. The recipe taken from the magazine (source: Let's Cook magazine February 2008)

The students were asked to make a group. They did the task in the small-circle pattern. They were asked to answer matching tasks and decided whether same statements were true or false. They were motivated in completing their work. Next, the students present their work. They had to count the score of their friend. The students who got the highest score got a gift from the teacher that is a sharpener.

3. Reflection

After conducting the actions in the first cycle, the researcher did some reflections related to the actions that had been implemented. The reflections were based on the class observation during the actions, the students' opinion and the English teacher's opinion. From the reflections done, the researcher found that there were four main results involving the success and the failures of the actions implemented. They were described as follows:

- a. The use of authentic materials in improving reading activities in the classroom was effective. The authentic texts were given in Exploration-Elaboration-Confirmation steps. The texts were chosen based on the students' literacy level and their knowledge of the world around them. The texts were used to give the students various reading texts in order to have various reading activities and new experiences to deal with the real texts and prepare them to connect their classroom activities to the real-life activities.

- b. The implementation of the interesting reading tasks was successful to give various reading activities to the students so that they did not get bored easily in the classroom teaching and learning activities. Also, they helped them to have real experience of solving their problems in the real life. The tasks were successful to give them real practices of dealing with real-life reading activities in the classroom setting. The tasks included the skills of finding particular information from the texts and doing something based on the procedures in the texts. They were enthusiastic to do the tasks because they did not feel bored. They also did not feel bored with the various interesting reading activities given to them. Finally, they could do the individual task well and get good scores, and perform the activities independently. The evidence of effectiveness of the various activities in this cycle is seen in the interview below:

R : “Are you happy with this activity?” (*Apa kamu seneng dengan materi ini?*)

S : “Yes, Miss” (*Iya, Miss*)

(Interview 20. Line 3-4)

- c. The use of interesting media during the actions was successful to support the reading activities and help the students to connect the texts given to the reading tasks. The media were provided based on the need of the activities. For example, the media were provided to support the reading activities of making alphabet origami. The students were happy to do all the tasks by doing real activities.

- d. The implementation of classroom management was successful to support the success of the actions. The small circle patterns of the seating arrangement helped the students to do the group task. Every student could join the activity. Moreover, the seating arrangement in doing the creativity task on making alphabet origami was also successful to reduce the students' boredom in doing the task.

4. Findings of Cycle 1

There were some points identified by the researcher after she did the reflection step. The findings of the first cycle are concluded as follows:

- a. The use of authentic materials in the reading teaching and learning process was successful to improve the students' reading activities of the seventh graders. The presentation of the materials could promote the students' interest so that they were motivated to learn reading and to do the reading activities in the class. Also, such new experiences were advantageous to them in coping with authentic texts in their classroom activities in their earlier stage of learning English.
- b. The implementation of various reading activities was effective to support the success of the teaching of authentic materials. The students enjoyed the activities and they did not feel bored during the lesson. They became active in their classroom activities because every student was allowed to get involved in every task given. Moreover, the students could make the

connection between the texts they read and the reading activities they did.

- c. The use of appropriate and interesting medium was important to support the success of reading activities by using authentic texts. The media should be prepared to fulfill the aspects of scaffolding and attractiveness. Besides, the media could help students understand the texts. They could promote the students' interest to do the reading activities in their classroom.
- d. The implementation of a better class management was effective to reduce the students' boredom in the reading activities. The students' seating arrangement was arranged in the circle pattern to help students see each other during the activities. Moreover, the class organization should foster the learner-centeredness. It was to allow them to get involved in every task. The students were also not in a position of listening to the teacher's explanation in a one-way interaction. They could build interactions among themselves and with their teacher comfortably without feeling bored.

C. The Report of Cycle 2

1. Planning

The researcher found that there were some aspects in Cycle 1 that needed to be improved based on the reflection in the Cycle 1. Hence, the

researcher still implemented the actions used in the first cycle. The actions are presented as follows:

- a. Giving authentic materials for the first graders,
- b. Creating various and interesting reading tasks to vary the reading activities,
- c. Using appropriate media to help students understand the authentic text given, and
- d. Giving attempts to improve the classroom management and allowing every student to get involved in the reading activities.

2. Action and Observation

The actions in Cycle 2 were done in three meetings. The first meeting was conducted on April 15th, 2013; the second one was on April 16th, 2013; and the third meeting was on April 26th, 2013. The implementation of the actions was observed in each meeting.

a. Meeting 1

In the first meeting of the second cycle, the researcher still acted as the teacher. There were four actions in this cycle. The first action was giving a different type of text that is the descriptive text because the students had been given descriptive texts including a description of a person and of things. The students, then, were given descriptive texts of animals in this cycle. The kind of animals was taken from the ape family. The great apes were Chimpanzees and Orang utan. Both texts were taken from the Internets.

The material of descriptive texts in this cycle were mentioned in the Standard of Competence and Basic Competencies of the 2006 school curriculum as one of the text types that the seventh graders need to deal with in the second semester. Therefore, in this cycle, the descriptive texts were chosen as one of the authentic texts used to improve the reading activities. During the action, the students looked very enthusiastic with the texts they read.



Figure 6. The students are introduced to Orang Utan and Chimpanzees as a model of Descriptive text

Some of them used the pictures in the text to make jokes with other students. Later, they were introduced to two kinds of descriptive texts to give them more input so that they could learn texts in several tasks. Therefore, they could have more experiences in learning such texts in the classroom.

The next action was giving reading tasks to the students to vary the reading activities in the classroom. The first task given was comparing physical descriptions between Orang Utans and Chimpanzees. The students were asked to fill in the table containing the physical aspects of those animals compared.



Figure 7. The students are asked to fill out the table in group work

The students worked in groups so that the activity could be done effectively. The students were able to do the task easily because they could understand the texts by using the word glossaries of both animals.

This task represented a situation in which the students compared two types of animals. They could understand the similarities and the differences between the two types of animals. After the group work was done, the students were asked to present their work in front of the class. Every member of the class participated in the presentation.



Figure 8. The students were asked to present their work in front of the class

Another task was answering comprehension questions. Although they would not do this activity in the real-life tasks, they still could use the dictionaries

to solve the problems dealing with such authentic texts. After doing the task, the students were asked to answer questions based on the information contained in the texts.



Figure 9. The students were answered the individual questions

The questions asked the students to find the needed information from the descriptive texts. It aimed at checking the students' understanding of the material given and to get their scores.

The third action done in the first meeting was using appropriate and interesting media to help the students understand the text. In this opportunity, the students were given a word glossary. The students did the task happily because they did not have to feel afraid of coping such texts. It was because the word glossary was helpful for them to understand the texts containing some pronunciation and the meaning of the physical descriptions of both animals.

The effectiveness of the use a glossary by the students in understanding the descriptive texts can be seen from the interview below:

- R : *"Glossary-nya membantu engga dek?"*
 (Is it helping or not?)
S : *"Yes... kita jadi tau"* (Yes... we know
 that)

(Interview 21. Line 9-10)

The last action implemented in the class dealt with attempts to improve classroom management in the teaching and learning process. The students were arranged to do group work so that the reading activity of comparing the physical descriptions of Chimpanzees and Orang Utans could be done effectively. The students were free to take any position in the classroom. However, it was still in the researcher's control. It meant that the students could feel free to do the task but they were not permitted to make noises if they were not related to the materials being discussed. It was helpful to help every student to do the task so that everyone got a responsibility to finish the task.

b. Meeting 2

Similar actions were implemented as those in the first meeting. In this meeting, the actions to improve reading activities concerned the improvement of the time and the students management. However, the texts used in this meeting were not the same as ones used in the first meeting. The focused skill taught was the scanning skill.

As stated above, the students were given another type of texts. The reason was to give them English exposures from the texts to them. Therefore, they could be more familiar with many kinds of authentic texts. Also, it aimed at attracting students' interest with texts that they know well. The authentic texts used in this meeting were a kind of pamphlet. The students were so happy when they were introduced to the material of the day. One of the students said, "Yes"

when she got the text. It showed that they were enthusiastic to learn the text. The text was taken from the Internet.



Figure 10. The pamphlets (source: www.saps.gov.za)

At the beginning of the lesson, the researcher did a warming up activity to build the students' background knowledge. The second action implemented was giving interesting reading tasks. The first task was designed to give the students a situation in which they needed to know the information of the pamphlets of their friends. Hence, in this task, a group task was created in the reading activities. It aimed at allowing every student to get involved in the activity. The students were asked to make groups of four. Then, each group was given a table to fill in with some information. After that, each group was instructed to fill in the table with the data from the texts. Later, the students had to report the results to the class.



Figure 11. The students were presented their work in front of the classroom

The next task was individual task. The students were asked to find information from the text. They were given some questions related to the information in the text. The task aimed at checking the students' understanding of the material given on that day and to get scores as one of the indicators of success of the actions.

The effectiveness of the use of pamphlets in the second meeting of Cycle 2 was seen from the interview below:

- R : *Permisi bu... bagaimana menurut Ibu tentang materi saya hari ini?* (Excuse me Ma'am, what is your opinion about my material today?)
- T : *Kalo menurut saya tadi siswanya sudah aktif, suasana kelas menjadi aktif, banyak maju ke depan kelas untuk mempresentasikan hasil kerjanya. Materinya juga sangat dekat dengan siswa karena siswa kalo di perpustakaan juga sering menemui teks seperti itu, jadi ya lumayan bisa membantu* (In my opinion, the students were active in the class, the

classroom atmosphere became active, too. Some students came to the front of the class to present their work. The materials were closer to the students because they often met such texts. So, they can help them to understand.)

R : *Kalau tentang manajemen waktu bagaimana ya bu saya tadi?* (How about the time management in my performance?)

T : *Sudah bisa me-manage waktu dengan baik tadi. Siswa juga sudah bisa maju ke depan kelas untuk presentasi kerjanya.* (That's good. The students came to the front of the class to present their work.)

(Interview 25. Line 1-4)

The last action was related the attempts to improve the classroom management. As stated before, the small circle pattern of the seating arrangement was used to arrange the students in doing the group work.



Figure 12. The students sat in the small circle pattern

In this cycle, the students were sitting in the small circle patterns. However, the tasks were different. Every student got involved in the activities of answering the questions based on the task.

It could be seen that there was improvement in managing the time and grouping the students in this cycle. The time could be managed well. The tasks were done with manageable time. The students could do the task on time. Each student also had to confirm the data that were being reported by their friends from other groups.

c. Meeting 3

In this cycle, the students sat in the small circle pattern in the teaching and learning process. However, the tasks were different. Every student got involved in the activities of answering the questions based on the task and to present their work in front of the classroom.

There was improvement in managing the time and grouping the students in the small circle pattern in this cycle. The tasks were done with manageable times. The students could do the task on time about descriptive texts of *Tugu Jogja* and Missing Person. Besides, the task also could be seen in when every student answered the task effectively and completely. Each student also had to confirm the data that were being reported by their friends from other groups. It was also successful to help the students to reduce their boredom during the teaching and learning process.

3. Final Reflection

The researcher and the English teacher did the final reflection after all actions had been implemented in six meetings. The interviews were done after each meeting finished. They were described as follows.

The first action done in each meeting of the three cycles was giving students authentic materials as the reading materials in the reading instruction. The action was successful to promote the students' interest to do the reading activities because they were interested in the materials given. Besides, they were familiar with such texts they might find around them.

The next action was also successful to support the reading instruction. The various and interesting reading activities designed were so helpful to give the students a better understanding about situations in dealing with authentic materials. They could make connections between authentic materials given in the reading tasks. Besides, the various tasks were effective to reduce the students' boredom in the classroom activities.

The tasks were designed based on the students' literacy level. That was why the students could do the tasks in every meeting well. It was supported by the theory proposed by Gower (1995:83). He states, "the same piece of authentic materials can be used at different levels".

The third action that also had been done in this study was presenting the material through appropriate and interesting media to help the students understand the authentic texts given. The action was successful to support the teaching and learning process related to the reading materials and tasks given in the class. The students were more interested in learning the texts.

The last action dealt with improving the classroom management. It was also successful to help the students to reduce their boredom during the teaching and learning process. The good seating arrangement allowed every student to join

actively in the teaching and learning process. It also gave a new atmosphere for the students in doing their learning activities in the classroom.

4. Research Findings

This sub-chapter presents the research findings of all actions that had been done in this research. As stated before, the research aimed at improving the reading activities of the seventh-graders of SMP Negeri 2 Bantul by using authentic materials.

In the first cycle, there were successful and unsuccessful actions when the researcher did the actions in two cycles. The success included the use of authentic texts and tasks in each meeting. Besides, interesting media were also helpful to support the success of Cycle 1. However, there were failures in managing the time and the students so that some tasks could not be finished successfully. Therefore, both unsuccessful actions were improved in the next cycle. The researcher could manage the time and the group of the students well so that the tasks could be done successfully. Besides, she also gave authentic materials that covered the students' needs of text types concerning their level based on the School-Based Curriculum.

The research findings on improving the reading activities of the seventh-graders by using authentic materials were concluded as follows:

- a. The use of authentic materials to improve students' reading materials was successful. They were enthusiastic and motivated to learn authentic texts given to them. The texts given in cycle 1 and 2 were in forms of procedure texts of using a *Tack It Removable* adhesive and making the alphabet,

descriptive texts containing the physical descriptions of Orang Utans and Chimpanzees, and short texts of zodiacs. All of the texts were the kinds of texts that the students were familiar with. They had experienced themselves authentic texts outside the classroom in the daily life. The authentic texts could promote their interest to do the reading activities because they were presented attractively. Therefore, through this research, the students were prepared to cope with authentic materials in their reading activities in the teaching and learning process.

- b. The various reading activities that were created attractively were successful to help students reduce their boredom in the teaching and learning process. Besides, they also helped the students to build a “bridge” between the authentic texts given and the reading task they did. The statement was supported by the theory presented by Nunan (1999:81). He states, “incorporation of realia and authentic data bring the content of life, and help learners make connections between the classroom world and the world beyond it.” The reading activities were in the forms of finding information from texts using the scanning skill, completing the table, making the origami and sticking the origami using the removable adhesive, comparing the physical descriptions of Orang Utans and Chimpanzees, and answering comprehension questions. All tasks given in cycle 1 and cycle 2 were successful to help the students understand the texts better and improve the reading activities in the classroom.

c. The success of the actions was supported by the next action done in cycle 1 and cycle 2. The use of interesting media that were appropriate to support the reading texts and tasks was also successful. The students were helped with the use of media in each meeting. The media used during the research were a white board, origami papers, removable adhesive, and glossary of difficult words. They could understand the physical description of an Orang Utan and Chimpanzees by using the glossary of it. Murcia (2001:461) mentions some of the reason of using in the media in the language classroom:

- 1) Given role media play in the world outside the classroom, students expect to find media inside the classroom as well. Media thus serve as an important motivator in the language teaching and learning process.
- 2) Media materials can lend authenticity to the classroom situation, reinforcing for students to direct relation between the language classroom and outside the world.
- 3) Media provide teachers with a means of presentation in a time efficient and compact manner.
- 4) By bringing media into the classroom, teachers can expose their students to multiple input texts.

d. The last action which dealt with improving the classroom management also gave positive impacts to the success of the reading teaching and learning process. The students seemed more comfortable in doing the tasks given because they did not feel bored. The seating arrangement including the group and pair work allowed the students to get involved in the reading activities and created the learner-centered in the taching and learning process. Therefore, the group work was effective to give every student opportunities to get involved and created diversity in performing the tasks in the groups based on the roles and responsibilities that they should do.

Although there were some failures when the researcher could not manage the time and the students well in the first meeting of the first cycle, improvement was observed in the second cycle. Every student was involved in every task so that there was no gap among the students having different learning abilities. Moreover, the researcher could manage the time effectively so that each task could be done in the allocated time.

Based on the discussion above, it could be concluded that the use of authentic materials in the teaching and learning process was effective to improve the reading activities of the seventh-grade students. The indicators of the success were the students were more interested to do the reading activity symbolized the learner-centered learning; the students could do the reading tasks well and got good scores. Especially in the procedure texts, the students could do the task on making the alphabet. The research members felt that the findings of cycle 1 and cycle 2 were satisfactory. Therefore, the researcher and the English teacher agreed to end the research until the second cycle only because the objectives of the research had been reached.

CHAPTER V

CONCLUSION, IMPLICATION, SUGGESTIONS

A. Conclusion

This research aim at improving the reading activities of the seventh-grade students of SMP Negeri 2 Bantul by using authentic materials were done in two cycles. Each cycle consisted of three meetings. The researcher used authentic materials as the reading materials to improve the reading activities of the seventh-grade students of SMP Negeri 2 Bantul. In the first cycle, the researcher found that there were successful and unsuccessful actions during the cycle. The discussion of the results of the first cycle is presented as follows.

The researcher used three types of authentic materials in this cycle. They were short functional texts which were in the form of pamphlets and zodiacs, procedure texts which were in forms of a procedure of using a removable adhesive and one of making an alphabet origami. The use of the texts was supported by various and interesting reading tasks. The task included finding information from the zodiacs using the scanning skill, sticking students' photos using the removable adhesive, and making an alphabet origami. Besides, media were also provided to support the success of the implementation of authentic texts and tasks. The media were a white board, removable adhesive, origami paper, and *Manila* papers. There are several factors that contribute in the success of improving the reading skills in the classroom. They are the texts, tasks, and media. The classroom management was also needed to support the actions. The students' seating arrangement were

organized effectively to allow every student to get involved in every reading activity given and the atmosphere in the classroom created the learner-centeredness. The media to present the authentic texts in the first cycle were successful to improve the reading activities of the seventh graders in the classroom. The students were enthusiastic and motivated to join the reading activities because they got interesting materials and various reading tasks that they were familiar with. However, the researcher found that there were failures in this cycle. They were about the students and time management. The researcher could not manage the time and the students well in the group task so that the task could not be finished effectively.

The implementation of the actions in the first cycle could not reach the objectives of the research yet. The researcher, then, improved the actions in the first cycle in the second cycle. In this cycle, the researcher gave other types of authentic materials to the students including descriptive texts and zodiacs. Descriptive texts which were in the forms of physical descriptions of Orang Utans and Chimpanzees were used to teach another type of texts that the first graders needed in their literacy education. The tasks included comparing physical descriptions of Chimpanzees and Orang Utan's. The media used were picture glossaries of Orang Utans and Chimpanzees. The actions were successful to scaffold the students to deal with descriptive texts, especially ones of the apes. Then, the researcher used another type of texts which is pamphlets. The tasks included finding particular information from the text using the scanning skill. The medium used was glossaries of the pamphlets. The use of two types of authentic

materials in this cycle was successful to improve the reading activities of the seventh graders in the classroom. There was a good progress from the first cycle to the second cycle. The students were more interested in and motivated in doing the reading activities in using authentic materials in the reading teaching and learning process. They could understand the texts by getting some support from the various reading tasks given, the media provided, and the seating arrangement which created the learner-centeredness.

After finishing the second cycle, the researcher and the English teacher decided to end the research because they believed that the actions that had been done in two cycles were successful in reaching the objectives of the research. The results of the actions were satisfactory. The students were enthusiastic and motivated in learning authentic texts and doing various reading activities in the classroom. The reading activities gave the students benefits because they were related to their real life. Besides, the students also got good scores of individual tests held in every meeting and could do the task on making an alphabet origami well.

B. Implication

Based on the conclusions, the implications of the research are presented as follows:

The results of the study firstly indicate that authentic materials are effective to be used to improve the reading activities of the seventh graders. The English teacher needs to introduce the seventh graders with authentic materials to improve the reading activities in the classroom based on their

literacy levels. Those materials can be used as learning tools to scaffold the students in dealing with such texts so that the students can be prepared to face such texts in the next education levels or in their real life.

Secondly, various reading activities in the classroom using authentic materials can promote the students' interest and give the students experiences in dealing with authentic texts. The activities can be varied to attract the students to do the reading activities. The students need to enjoy the various reading activities so that they will not be bored.

Next, providing interesting media is needed to support the use of authentic texts in the class. Students in the beginning level need to scaffold with interesting media to help them understand the texts besides opening their dictionaries. Hence, interesting media can be one of good tools for teachers to give the materials to the students effectively.

Another fact found based on the research findings is that classroom management can help students reduce their boredom while doing their reading activities. By implementing group work and pair work, the students can get involved in the reading activities. The teacher needs to avoid a one-way interaction with the students because it makes a gap between the teacher and the students. Therefore, they need to create the classroom activities to be the learner-centered learning.

Finally, each action has different contributions to the success of the reading teaching and learning process to improve the reading activities of the seventh graders.

C. Suggestions

Some suggestions are given for participants and other researchers who are closely related to this research. The suggestions are made based on the conclusions and implications of this research. They are presented as follows:

1. For the English teacher

The English teacher needs to consider the students' needs and interest before designing reading materials. The teacher needs to vary the reading activities to promote the students' involvement in the activities. She also needs to select various authentic texts that are closely related to the students' needs of real life reading activities. Besides, various reading materials and activities, she also has to use interesting and appropriate media to support the success of the reading teaching and learning process.

2. For the school

Every member of the school is expected to support the implementation of using authentic materials to improve the reading activities. The school can provide learning tools that are needed to make the action succeed. For example, the school library can offer many kinds of authentic materials that can be read by the students in their spare time besides their reading materials in the class. Also, the school should provide relevant media to support the reading instruction in the class.

3. For other researchers

Other researchers who want to conduct a study having the same topic are expected to make better improvement on using authentic materials to improve the reading activities in the classroom. They can use this report to inspire them to make other relevant studies that can be implemented to different education levels. Therefore, students of different education levels can also experience in using authentic materials in their classroom activities to prepare them in achieving real life goals.

4. For textbook writers

Based on this research, textbook writers are expected to use authentic materials in their books. It is because they are essential to support the students' reading development and are closely related to the students' daily life. Moreover, authentic materials are good learning tools for the students to understand about what they have to do with the language in the social context.

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama sekolah : SMP N 2 Bantul
Kelas/Semester : VII (Tujuh) / 2 (Genap)
Mata pelajaran : Bahasa Inggris
Alokasi waktu : 2x40 menit (1 pertemuan)
Tema : *Zodiacs*

A. STANDAR KOMPETENSI

Membaca

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

B. KOMPETENSI DASAR

11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat

C. INDIKATOR

Pada akhir pembelajaran siswa mampu:

1. Memahami kosa kata terkait dengan tema
2. Menjawab pertanyaan dari teks authentic "*Zodiacs*" yang telah diberikan sesuai dengan yang terdapat di dalam teks

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, diharapkan siswa dapat memahami kosa kata terkait dengan tema dan menjawab pertanyaan dari teks yang telah diberikan sesuai dengan yang terdapat di dalam teks/bacaan yang berkaitan dengan lingkungan terdekat

E. MATERI PEMBELAJARAN

1. Input teks

Print out autentik teks yang berbentuk horoscope/ perbintangan yang berjudul “Astromirror” yang diambil dari majalah C’ n S, Cool and Smart, English Teen Magazine, Vol.4 No.30 February-March 2005

2. Vocabulary (*character, logo, prediction, etc.*)

F. METODE PEMBELAJARAN

EEK (Eksplorasi-Elaborasi-Konfirmasi)

G. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (15 menit)

Apersepsi:

- Tanya jawab dengan siswa yang mengarah pada materi yang akan diajarkan.

Motivasi:

- Menjelaskan pentingnya materi yang akan dipelajari dan kompetensi yang harus dikuasai siswa

Kegiatan Inti (35 menit)

Eksplorasi

- Memberikan contoh teks authentic dengan tema “Zodiacs”;
- Siswa diminta untuk membaca teks tersebut dengan metode *scanning*;
- Mendiskusikan dengan siswa kata dari teks yang dirasa sulit;

Elaborasi

- Membagi siswa menjadi 5 kelompok dan meminta kepada setiap kelompok untuk mendata nama dan tanggal lahir setiap anggota dalam tabel yang telah disediakan;
- Meminta setiap kelompok untuk bertukar tabel dan kemudian melengkapi tabel dan informasi zodiacs sesuai dengan teks yang telah diberikan oleh guru sebelumnya;
- Siswa diminta mempresentasikan hasil kerja mereka kedepan kelas

Konfirmasi

- Guru memberikan lembar kerja individu tentang teks “Zodiacs” dalam bentuk comprehension questions;
- Siswa mengumpulkan hasil kerja mereka;
- Membahas hasil pekerjaan / tugas yang berkaitan dengan materi yang sedang dipelajari;
- Mereview materi yang sudah diajarkan dengan bertanya jawab dengan siswa;
- Menyimpulkan materi yang sudah dipelajari dan dikuasai oleh siswa;

H. SUMBER BELAJAR

Print out autentik teks yang berbentuk horoscope/ perbintangan yang berjudul "Astromirror" yang diambil dari majalah C' n S, Cool and Smart, English Teen Magazine, Vol.4 No.30 February-March 2005

I. PENILAIAN

a. Indikator Penilaian

Indikator	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
Menjawab pertanyaan dari teks authentic "Zodiacs" yang telah diberikan sesuai dengan yang terdapat di dalam teks	Tes Tulis	Menjawab pertanyaan dengan singkat dan tepat sesuai teks yang diberikan	8 soal (terlampir)

b. Pedoman penilaian

Nilai setiap soal yang benar: 10

Jumlah soal: 8

Jumlah benar : 8 = nilai akhir

Bantul, 2012

Guru Bidang Studi,

Mahasiswa,

C. Mari Eni Widarsih, S.Pd

Ruryana Pamula Novi Wardani

Group Member:

1. _____
2. _____
3. _____
4. _____
5. _____

GROUP WORK

No.	Name	Date of Birth	Zodiac	Symbol
1.				
2.				
3.				
4.				
5.				
6.				
7.				

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama sekolah : SMP N 2 Bantul
Kelas/Semester : VII (Tujuh) / 2 (Genap)
Mata pelajaran : Bahasa Inggris
Tema : *Class Decoration*
Alokasi waktu : 2x40 menit (1 pertemuan)

A. STANDAR KOMPETENSI

Membaca

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

B. KOMPETENSI DASAR

11.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat

C. INDIKATOR

Pada akhir pembelajaran siswa dapat:

1. Mengidentifikasi kosa kata dan *language features* terkait dengan tema
2. Mempraktekkan cara membuat sesuatu sesuai dengan apa yang ada didalam teks

D. TUJUAN PEMBELAJARAN

Siswa mampu:

1. Memahami kosa kata dan *language features* terkait dengan tema
2. Mempraktekan teks dari cara membuat alphabet origami dan perekat *Tack It*

E. MATERI PEMBELAJARAN

1. Input teks

- a. Teks autentik berbentuk procedure text yang diambil dari kemasan “**Faber Castel Tack It, Removeable Adhesive**”
- b. Beberapa printout dari “How to make alphaphet origami” yang diambil dari www.origami-club.com/en/abc/index.html.
- c. Kertas asturo
- d. Perekat **Tack It**
- e. Kertas origami

2. Language features

- a. Imperative sentence (*Fold, etc*)

3. Examples of Expressions

- a. Press hard until it sticks onto the surface
- b. Fold in the dotted line
- c. Fold backward in the dotted line

F. METODE PEMBELAJARAN

EEK (Eksplorasi-Elaborasi-Konfirmasi)

G. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (15 menit)

Apersepsi :

- Tanya jawab dengan siswa tentang ciri-ciri teks *procedure* yang pernah dijumpai oleh siswa.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari dan kompetensi yang harus dikuasai siswa di akhir pembelajaran.

Kegiatan Inti (35 menit)

Eksplorasi

- Melibatkan siswa mencari informasi tentang topik/tema materi *procedure text* yang pernah mereka jumpai di kehidupan sehari-hari;
- Memberikan contoh teks membuat origami salah satu huruf alphabet dengan menggunakan LCD;
- Memfasilitasi siswa untuk mendaftar kata-kata sulit dan mencari di kamus;

Elaborasi

- Mendiskusikan dengan cara tanya jawab tentang isi atau informasi yang terdapat di dalam teks tersebut;
- Praktek membuat huruf-huruf dari kertas origami yang memiliki panduan cara membuatnya dan kemudian menempelkannya dengan menggunakan “**Tack It Removable Adhesive**” yang membentuk nama Guru Bahasa Inggris mereka (C. Mari Eni W).

Konfirmasi

- Memberikan respon terhadap pendapat, jawaban maupun pertanyaan yang diajukan oleh siswa tentang topik / materi yang diajarkan;
- Memberikan *reward* (penghargaan) dan *praise* (pujian) kepada siswa setelah menjawab pertanyaan atau dalam berpendapat;
- Menyimpulkan materi yang sudah dipelajari dan dikuasai oleh siswa.

H. SUMBER BELAJAR

- Teks autentik berbentuk procedure text yang diambil dari kemasan “**Faber Castel Tack It, Removeable Adhesive**”
- Beberapa printout dari “How to make alphaphet origami” yang diambil dari www.origami-club.com/en/abc/index.html.
- Kertas asturo
- Perekat **Tack It**
- Kertas origami

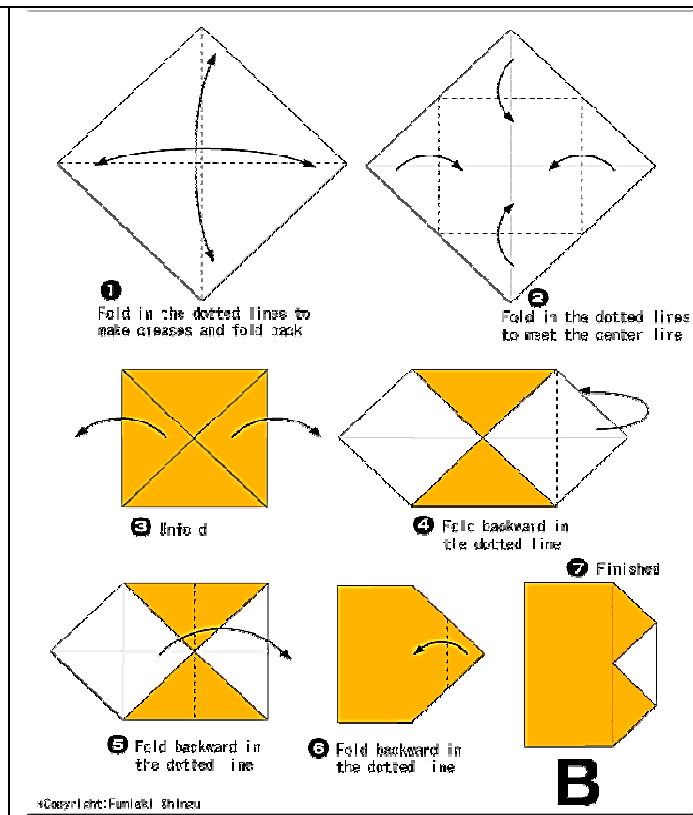
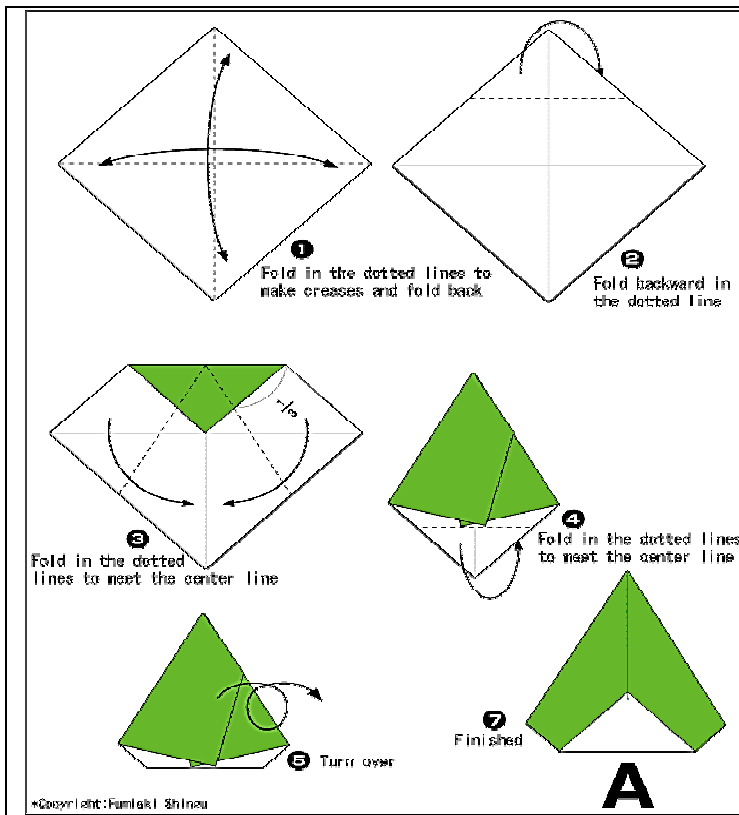
J. PENILAIAN

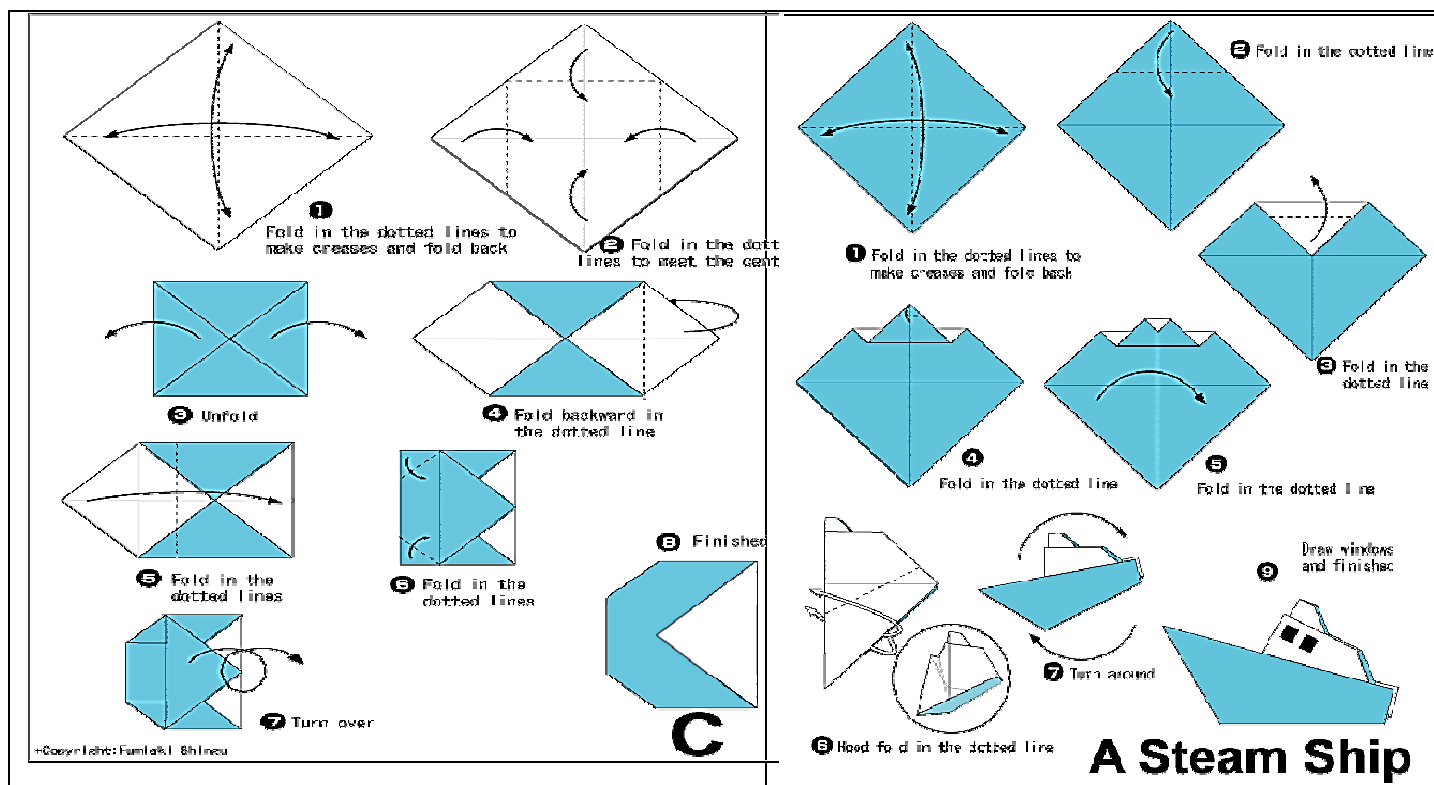
No.	Pedoman Penilaian	Nilai
1.	Mampu membuat alphabet origami sesuai instruksi	100
2.	Mampu membuat origami namun belum sempurna	80
3.	Belum mampu membuat alphabet origami	60
4.	Tidak mampu membuat alphabet origami	40

Bantul, 2013

Guru Bidang Studi,

Mahasiswa,





RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMP N 2 Bantul
 Kelas/Semester : VII (Tujuh) / 2 (Genap)
 Mata pelajaran : Bahasa Inggris
 Alokasi waktu : 2x40 menit (1 pertemuan)
 Tema : How to make something (Creamsicle)

A. STANDAR KOMPETENSI

Membaca

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

B. KOMPETENSI DASAR

11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat

C. INDIKATOR

Pada akhir pembelajaran siswa dapat:

1. Memahami kosa kata dan language features terkait dengan tema
2. Menjawab pertanyaan dari teks sesuai informasi yang terdapat di dalam teks

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, diharapkan siswa dapat memahami kosa kata dan language features terkait dengan tema dan menjawab pertanyaan dari teks yang telah diberikan sesuai dengan yang terdapat di dalam teks/bacaan procedure tentang *how to make something*

E. MATERI PEMBELAJARAN

1. Input teks

Print out autentik teks yang berbentuk procedure text yang berjudul “How to Make Creamsicles ” yang diambil dari majalah Cook Magazine, Vol.5 No.30 February-March 2000

2. Language features

- a. Imperative sentence (*Fold, etc*)

F. METODE PEMBELAJARAN

EEK (Eksplorasi, Elaborasi, Konfirmasi)

G. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (5 menit)

Apersepsi :

- Tanya jawab kepada siswa yang mengarah pada materi yang akan diajarkan.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari dan kompetensi yang harus dikuasai siswa

Kegiatan Inti (35 menit)

Eksplorasi

- Siswa diberikan input teks berupa teks “how to make creamsicles” dan diminta untuk membacanya;
- Guru mengajarkan bagaimana mengajarkan membaca teks dengan metode scanning;
- Guru memberikan pertanyaan terkait dengan tema teks yang diberikan seperti pada situasi apa dan kapan mereka menemui dan menjumpai jenis teks tersebut;

Elaborasi

- Guru memberikan pertanyaan kepada siswa terkait dengan teks kemudian mencari dan membahas kosakata yang terkait dengan teks;
- Guru kemudian memberikan kosakata yang terkait dengan teks melalui presentasi menggunakan media LCD;
- Meminta siswa menggaris bawahi tentang language features dari teks tersebut;
- Berdiskusi dengan siswa tentang language features dari teks tersebut;

Konfirmasi

- Guru memberikan lembar kerja mandiri berdasarkan teks yang telah diberikan sebelumnya;
- Siswa mengumpulkan hasil kerja mereka;
- Menyimpulkan materi yang sudah dipelajari dan dikuasai oleh siswa;

H. SUMBER BELAJAR

Print out autentik teks yang berbentuk procedure text yang berjudul “How to Make Creamsicles ” yang diambil dari majalah Cook Magazine, Vol.5 No.30 February-March 2000

I. PENILAIAN

a. Indikator Penilaian

No.	Indikator	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
1.	Menjawab pertanyaan sesuai informasi yang ada di dalam teks	Tes tulis	Menjawab pertanyaan sesuai dengan teks	10 soal (terlampir)

b. Pedoman Penilaian

Nilai setiap soal yang benar: 10

Jumlah soal: 10

Jumlah benar : 10 = nilai akhir

Mengetahui,
Guru Mata Pelajaran,

Mahasiswa,

C. Mari Eni Widarsih, S.Pd

Ruryana Pamula Novi Wardani



KIWI ORANGE CREAMSICLES

makes about 24 ice pops
from desserts for breakfast

for cream layer

- 1 cup heavy cream, divided
- 1/2 cup whole milk
- 50 gr sugar
- pinch of salt
- 3 eggs yolk
- 1 tspn vanilla extract

for kiwi layer

- 1 lb ripe kiwi fruit, peeled
- 50 gr sugar
- 1/4 cup water
- 1/2 tspn Grand Marnier

for orange layer

- 2 cups orange juice, chilled

Place 1/2 cup cream into a bowl, with a fine mesh sieve on top. In a saucepan, combine milk, remaining 1/2 cup cream, sugar, and salt. Bring to a simmer. Meanwhile, in a separate bowl, whisk together egg yolks until light. Once milk is simmering, gradually pour into the egg yolks while stirring constantly to temper. Return to heat. Cook the egg yolk and milk mixture while stirring constantly until it thickens enough to coat the back of a spoon. Remove from heat and drain into the prepared cream. Add the vanilla extract. Chill thoroughly.

Combine the peeled kiwi, sugar, water, and Grand Marnier in a food processor and puree until smooth. Chill thoroughly.

Pour each layer into the ice pop molds one at a time, freezing for 30-45 minutes between each layer. Add the pop sticks midway through process. To unmold, run warm water on the outside of molds.

Enjoy!



STUDENTS WORKSHEET

Name :

Student Number :

Answer the following questions based on the text given to you.

1. According to the text, what are the materials do we need to make Kiwi Orange Creamsicles?
2. What are the tools do we need to make Kiwi Orange Creamsicles?
3. What should we do after we cook the egg yolk and milk mixture?
4. What should we do before we pour each layer into the ice pop molds?
5. How many ice pops that we make based on the text?
6. What is the first step to make Kiwi Orange Creamsicles?
7. What is the last step to make Kiwi Orange Creamsicles?
8. How long do we need to freeze the ice pop molds?
9. How many layers do we need to make Kiwi Orange Creamsicles? What are they?
10. What does the word “it” refer to in the sentence “Cook the egg yolk and milk mixture while stirring constantly until **it** thickens enough.....”?

Space for Your Answer:

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMP N 2 Bantul
Kelas/Semester	: 7/2
Tema	: Animal
Alokasi Waktu	: 2x40 menit (1 pertemuan)

A. STANDAR KOMPETENSI

Membaca

11. Memahami makna teks fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

B. KOMPETENSI DASAR

11.2 Merespons makna dan langkah retorika secara akurat, lancar, dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

C. INDIKATOR

1. Siswa dapat mengidentifikasi informasi secara umum dari teks berbentuk *descriptive*.
2. Siswa dapat mengidentifikasi grammatical features dari teks berbentuk *descriptive* (*adjectives, adverbs, tenses*).
3. Siswa dapat menjawab pertanyaan dari teks berbentuk *descriptive*.

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa mampu mengetahui ciri-ciri kebahasaan dari *descriptive text*, memahami ciri-ciri fisik orang utan dan simpanse, dan membandingkan dua jenis hewan yang dibaca dari *descriptive text* yang dibaca.

E. MATERI PEMBELAJARAN

a. Input Teks

1. *Descriptive* teks dalam bentuk yang otentik tentang orang utan yang diambil dari internet dengan website www.panda.org/what-we-do/endangered-species/great-apes/orangutans/
2. *Descriptive* teks dalam bentuk yang otentik tentang orang utan yang diambil dari internet dengan website www.outofafrica.nl/animals/engchimpanzee.html?zenden=2&subsoort_id=1&besttemming_id=1

b. Kosakata

No.	Kosakata	Pronunciation	Arti
1.	Great	/greɪt/	Besar
2.	Ape	/eɪp/	Kera, monyet, beruk
3.	Arm	/ɑːm/	Lengan, tangan
4.	Leg	/leg/	Kaki
5.	Armpit	/'ɑːm.pɪt/	Ketiak
6.	Palm	/pɑːm/	Telapak tangan
7.	Ridge	/rɪdʒ/	Punggung bukit
8.	Nostril	/'nɒs.trəl/	Lubang hidung
9.	Elongated	/'iː.lɒŋ.geɪ.tɪ/	Memperpanjang, memanjangkan
10.	Snout	/snaʊt/	Moncong
11.	Hairless	/'heə.ləs/	Tak berambut
12.	Beard	/bɪəd/	Janggut, jenggot
13.	Bald	/bɔːld/	Botak, gundul
14.	Forage	/'fɔːr.ɪdʒ/	Makanan ternak/hewan
15.	Prominent	/'prɒm.ɪ.nənt/	Terkemuka, jelas
16.	Flap	/flæp/	Memukuli
18.	Thumb	/θʌm/	Ibu jari
19.	Toe	/təʊ/	Jari kaki
20.	Solitary	/'sɒl.ɪ.tri/	Tersendiri
21.	starvation	/stɑː' veɪ.ʃən/	Mati/penderitaan kelaparan

c. Tata Bahasa

- Relating verbs (is, are, has)

- Present tenses (it is used to talk about something in general. It is also used to talk about something which is happened repeatedly or habitually activities).
- Adjectives (kata sifat)

F. METODE PEMBELAJARAN

EEK (Eksplorasi – Elaborasi - Konfirmasi)

G. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan (15 menit)

Apersepsi :

- Tanya jawab yang mengarah pada materi teks *descriptive* yang akan diajarkan. Pernahkah mereka melihat hewan orang utan dan simpanse di kebun binatang

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa dalam kegiatan pembelajaran.

2. Kegiatan Inti (35 menit)

Eksplorasi

- Memberikan contoh powerpoint yang berisikan materi otentik yang diambil dari internet tentang Orang Utan dan Simpanse;
- Membandingkan secara sekilas tentang perbedaan jenis teks *descriptive* dengan *procedure* atau teks lain yang telah dipelajari siswa.

Elaborasi

- Mendiskusikan kata-kata sulit yang ada di dalam teks;
- Mendiskusikan language features yang ada didalam teks seperti tenses dan verb yang digunakan dalam teks *descriptive*;
- Meminta siswa mengidentifikasi ciri-ciri fisik dari orang utan dan simpanse berdasarkan gambar Orang Utan dan Simpanse yang diberikan guru secara berkelompok 4 orang;
- Meminta siswa mempresentasikan hasil kerja kelompok mereka kedepan kelas

Konfirmasi

- Meminta siswa mengerjakan soal terkait teks otentik yang telah diberikan oleh guru secara individu;
- Membahas soal yang telah dikerjakan oleh siswa secara individu;
- Menyimpulkan materi yang sudah dipelajari dan dikuasai oleh siswa;

H. SUMBER BELAJAR

- *Descriptive* teks dalam bentuk yang otentik tentang orang utan yang diambil dari internet dengan website www.panda.org/what-we-do/endangered-species/great-apes/orangutans/
- *Descriptive* teks dalam bentuk yang otentik tentang orang utan yang diambil dari internet dengan website www.outofafrica.nl/animals/engchimpanzee.html?zenden=2&subsoort_id=1&besttemming_id=1

I. PENILAIAN

Indikator	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
Menjawab pertanyaan sesuai informasi yang ada ada di dalam teks	Tes tulis	Isian singkat	Answer the following questions (terlampir)

Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 2
2. Jumlah skor maksimal x 10=20
3. Nilai maksimal = 10
4. Nilai Siswa =
$$\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 10$$

Guru Bidang Studi

Bantul, April 2013
Mahasiswa,

Chimpanzees are great apes that are closely related to humans. These intelligent primates live in a variety of environments in western and central Africa.

ANATOMY

Chimpanzees have very long arms (the arms are longer than the legs), and a short body.

Hair and Skin:

Chimpanzees are covered with black hair on most of their body (except their fingers, palms, armpits, and bottoms of their feet). Baby chimpanzees have very pale skin in the areas that have no hair and a white tuft of hair on the rump.

Senses:

Chimpanzees have senses very similar to ours, including hearing, sight, smell, taste, and touch.

Face:

Chimpanzees have a slight brown ridge, large ears, small nostrils, and an elongated snout. They are capable of many expressions. Chimpanzees have a hairless face except for a short, white beard in both male and female adults. Some adult females become bald.

Hands and Feet:

Chimpanzees' hands are very much like ours; they have four long fingers plus an opposable thumb (the thumb is shorter than the other fingers). Their feet have five toes, including an opposable big toe. Chimpanzees can grasp things with both their hands and their feet.

DIET

Chimpanzees are omnivores (eating plants and meat). They forage for food in the forests during the day, eating leaves, fruit, seeds, tree bark, plant bulbs, tender plant shoots, and flowers. They also eat termites, ants, and small animals (they have even been known to eat young monkeys).

Chimpanzees drink water, often by using a chewed leaf as a sponge to sop up the water.

BEHAVIOR AND SOCIAL HABITS

Groups of Chimpanzees:

Chimpanzees are social animals that are active during the day (they are diurnal).





Orangutans are large apes that live in southeast Asia (on the islands of Borneo and Sumatra). These apes mostly live in trees and swing from branch to branch using their arms.

ANATOMY

Orangutans have a large, bulky body, a thick neck, very long, strong arms, short, bowed legs, and no tail. Orangutans are about 2/3 the size of the [gorilla](#).

Hair:

They are mostly covered with long reddish-brown hair.

The Head:

The orangutan has a large head with a prominent mouth area. Adult males have large cheek flaps (which get larger as the ape ages).

Senses:

Orangutans have senses very similar to ours, including hearing, sight, smell, taste, and touch.

Hands and Feet:

Orangutan hands are very much like ours; they have four long fingers plus an opposable thumb.

DIET

Orangutans are omnivores (they eat both plants and animals) but are mostly herbivorous (plants comprise most of their diet). They eat fruit (their favorite food), leaves, seeds, tree bark, plant bulbs, tender plant shoots, and flowers. They also eat insects and small animals (like birds and small mammals).

BEHAVIOR AND SOCIAL HABITS

Orangutans are shy, solitary animals that are active during the day (they are **diurnal**). They live alone in large territories. This is probably due to their eating habits; they need a large area in order to get enough food and too many orangutans in one area might lead to starvation.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMP N 2 Bantul
Kelas/Semester : VII (Tujuh) / 2 (Genap)
Alokasi waktu : 1x40 menit (1 pertemuan)
Tema : Pamphlets

A. STANDAR KOMPETENSI

Membaca

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

B. KOMPETENSI DASAR

11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat

C. INDIKATOR

Pada akhir pembelajaran siswa dapat:

1. Memahami kosa kata terkait dengan tema
2. Menjawab pertanyaan dari teks yang telah diberikan sesuai dengan yang terdapat di dalam teks/bacaan pamphlets children

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, diharapkan siswa dapat memahami kosa kata terkait dengan tema dan menjawab pertanyaan dari teks yang telah diberikan sesuai dengan yang terdapat di dalam teks/bacaan.

E. MATERI PEMBELAJARAN

Input teks

Print out autentik teks yang berbentuk pamphlets tentang children yang diambil dari website internet diambil dari website www.google.com/childrenright-beststemming-325-gjkh1jld-html

F. METODE PEMBELAJARAN

EEK (Eksplorasi-Elaborasi-Konfirmasi)

G. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (5 menit)

Apersepsi :

- Tanya jawab kepada siswa yang mengarah pada materi yang akan diajarkan.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

1. Kegiatan Inti (35 menit)

Eksplorasi

- Siswa diberikan input teks berupa teks bertema pamphlets dan diminta untuk membacanya;
- Guru mengajarkan bagaimana mengajarkan membaca teks dengan metode scanning;
- Guru memberikan pertanyaan terkait dengan tema teks pamphlets yang diberikan seperti pada situasi apa dan kapan mereka menemui dan menjumpai jenis teks tersebut;
- Siswa secara bersama-sama dengan guru menjawab pertanyaan terkait dengan tema teks yang diberikan oleh guru.

Elaborasi

- Guru memberikan pertanyaan kepada siswa terkait dengan teks kemudian mencari dan membahas kosakata yang terkait dengan teks;
- Siswa dan guru secara bersama-sama mendiskusikan kosakata yang ada didalam teks pamphlets;
- Guru kemudian memberikan kosakata yang terkait dengan teks melalui presentasi menggunakan media LCD.

Konfirmasi

- Siswa kemudian menjawab pertanyaan terkait dengan teks dan menjodohkan kosakata yang ada didalam teks dengan artinya;
- Siswa dan guru membahas hasil kerja yang telah mereka kerjakan;
- Mereview materi yang sudah diajarkan dengan bertanya jawab dengan siswa;
- Menyimpulkan materi yang sudah dipelajari dan dikuasai oleh siswa;

I. SUMBER BELAJAR

Print out autentik teks yang berbentuk pamphlets tentang children yang diambil dari website internet diambil dari website www.google.com/childrenright-beststemming-325-gjkhjjd-html

J. PENILAIAN

c. Indikator Penilaian

Indikator	Teknik penilaian	Bentuk Instrumen	Instrumen/soal
Siswa mampu menjawab pertanyaan sesuai informasi yang ada di dalam teks	Tes tulis	Isian singkat	<i>Answer the following questions (terlampir)</i>
Siswa mampu memahami kosakata yang terdapat dalam teks	Tes tulis	Menjodohkan/ <i>matching</i>	Match the following words into their meaning (terlampir)

d. Pedoman penilaian

$$\frac{\text{Nilai setiap soal yang benar} \times 3}{10} = \text{Nilai akhir}$$

Mengetahui,
Guru Mata Pelajaran,

Mahasiswa,

C. Mari Eni Widarsih, S.Pd

Ruryana Pamula Novi Wardani

STUDENTS WORKSHEET

Name :
Student Number :

PART A. Answer the following questions based on the text given to you.

1. Who is a child based on the text?
2. What is child abuse?
3. What are the safety plans do by children to save themselves?
4. What rights do children have?
5. Who are the sides do by children to call when they are abused?

PART B. Match the following words into the meaning.

1. Right	a. Harm done to a person's or animal's body
2. Supreme	b. Moral or legal claim to get something to behave in particular way
3. Protect	c. Wrong or bad use of someone
4. Government	d. Feel annoyed because they cannot achieve what they want
5. Injury	e. Group of people who govern a country or state
6. Abuse	f. Group consisting of one or two parents and their children
7. Punishment	g. Highest in rank or position
8. Frustration	h. Treat someone or something with consideration
9. Family	i. Keep something safe from harm and injury
10. Respect	j. Act or way of punishing



Who is a child?

The supreme law of South Africa, which is the Constitution, guarantees that all people younger than 18 years have children's rights. The ways it defines it is in a broad, including children from other countries, have rights.



What RIGHTS do children have?

Children have the right to be children

- Children have the right to be cared for by their parents, family or caregivers.
- Children have the right to not go to work to stay healthy.
- Children have the right to the cost of possible health care when they are sick.
- Children have the right to be protected from harm, to have shelter and to feel safe.
- Children have the right to an education.
- Children with disabilities have the right to special care.
- Children have the right to speak out and be heard.



Children have the right to be protected

- The Government, including the SAPS, must do everything it can to protect children from people, including their parents, who hurt them.
- The Government must help protect children from all kinds of physical and mental violence, injury or abuse.
- Children also have the right to be heard.
- Children have the right to be protected from sexual abuse.



- Children have the right to be protected from situations of armed conflict.
- Children have the right to be protected against neglect, abuse and degrading punishment by parents and caregivers.
- Children have the right to play and not to do power-up work.
- They have to be protected against child labour and being



CHILDREN'S Rights

Children have the right to be SAFER for and feel SAFE



What's a child abuse?

- Doing a child to be hurt, you.
- Expecting a child to perform to meet.
- Touching a child when he or she doesn't want to be touched and when it is not allowed.

Sexual abuse

- Doing a child to be hurt, you.
- Expecting a child to perform to meet.
- Touching a child when he or she doesn't want to be touched and when it is not allowed.



Physical abuse

Hitting or hurting a child - or to tell you can't trust on him or her.

Emotional abuse

Not taking care of a child, for example not allowing, eating or feeding a child.

Neglect



When there are INDEED indications that a CRIME WAS COMMITTED, it must be reported to the police.



Safety plan for children

Call someone

- If you are feeling threatened, tell someone that you trust.
- When abuse starts to become a severe, between you and the abuser.
- If someone has already abused you, do not protect him or her - protect yourself - report.
- If you are not believed, tell someone else. Do not be afraid to tell the police. They will take care of you. You can report abuse at a police station or ask a teacher you can trust to help you report it.



You can also call the toll-free Childline number at 0800 65 55 55.

Be aware, be safe

- Be informed about your rights as a child.
- You have the right to say NO to any person who is doing or saying things that you feel are wrong. (even your parents). If the adult insists someone who has to touch your body or makes a proposal that you feel uncomfortable about.
- Report about things that you do not understand.



like sex, AIDS, how babies are born, what is sexual, emotional and physical abuse? You do not have to be afraid or ashamed to ask questions about these things. You can ask your parents, teachers or any adult you trust about these things, or you can call Childline.



Love yourself

- Take care of your body. It is yours for your health.
- Respect yourself and others.
- Value you. Only - you are special!

Be confident

- Get a boy, girl or poor, all rights, all at once! - carry yourself with confidence.
- Do not give in to pressure from your friends or anybody else, after your principles.
- Show your friends and respect the rights of others.
- Girls and boys, protect and stand up for each other for what is right.
- If you are accused, tell, never be your fault - abusers will try and put the blame on you in an attempt to keep you from talking to others about the abuse.

If you are a victim or suspect that a child is being abused, call the South African Police Service.

SAPS Emergency no. 10111

Childline 0800 65 55 55

EARLY Crime Response Centre 10111

The blue line turned! Enlist a people's contact for a safe and secure South Africa!



Remember: preventing crime against children is everybody's business!



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP N 2 Bantul
Kelas/Semester	: 7/2
Tema	: Yogyakarta is my City
Alokasi Waktu	: 2x40 menit (1 pertemuan)

A. STANDAR KOMPETENSI

Membaca

11. Memahami makna teks fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

B. KOMPETENSI DASAR

11.2 Merespons makna dan langkah retorika secara akurat, lancar, dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

C. INDIKATOR

1. Siswa dapat mengidentifikasi informasi secara umum dari teks berbentuk *descriptive*.
2. Siswa dapat menjawab pertanyaan dari teks berbentuk *descriptive*.
3. Siswa dapat mengidentifikasi grammatical features dari teks berbentuk *descriptive* (*adjectives, adverbs, tenses*).
4. Siswa dapat menemukan kosakata baru yang mereka temukan dalam teks berbentuk *descriptive*.
5. Siswa dapat menjawab pertanyaan benar atau salah dari beberapa kalimat berdasarkan teks *descriptive* yang diberikan guru.

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa diharapkan mampu mengidentifikasi dan menemukan informasi secara umum dan spesifik dari sebuah teks berbentuk *descriptive* melalui media pembelajaran yang otentik.

F. MATERI PEMBELAJARAN

Descriptive teks dalam bentuk yang otentik berjudul “Tugu Jogja, a Compass in the City” yang diambil dari www.google.com/tourjogja/jogjakartamycity/php/html diunduh pada tanggal 08 April 2013 dan teks *deccriptive* teks yang otentik berbentuk lain tentang “Missing Person” yang diambil dari

www.google.com/missingperson/chicfhj/php/html yang diunduh pada tanggal 08 April 2013.


a. Input teks

tourjogja.com

HomeEventsSurvival GuidesNewsEditorialPhoto Journey

TUGU JOGJA, A Compass in The City


Category : **Portrait of Jogja**



Every city has their own symbolic landmark. Paris has the Eiffel Tower, Jakarta has Monas, Kuala Lumpur has Petronas Tower and Jogjakarta has Tugu. It is not just a city statue, but Tugu symbolises sacred lineage connecting Merapi Mountain, Ngayogyakarta Royal Palace and Parangtritis Beach. It is believed that the Sultan uses Tugu as a compass when he meditates in the Palace.

Tugu is also known to the local people as Pal Putih, Pal is a Javanese word which means 'statue' and Putih means 'white colour'. It is an elliptical shape with a round dome and pointed top and was built by Sultan Hamengkubuwono I. It stands in the main street in Yogyakarta in the middle of the junction of Mangkubumi Street, Diponegoro Street and Monjali Street. People can imagine a linear connection between North and South Yogyakarta from where it is situated and from the yard of the Sultan's Palace, Tugu shows the direction of north.

MISSING



Morgan Dana Harrington

Age – 20
Eyes – Blue
Hair – Blonde
Height – 5' 6"
Weight – 120 lbs.
LAST SEEN –
October 17, 2009 at John
Paul Jones Arena in
Charlottesville, VA

www.FindMorgan.com

Morgan Dana Harrington, a 20-year-old student from Virginia Tech, was last seen Saturday near the John Paul Jones Arena. The arena was the site of a Metallica concert the night she went missing.

Harrington was last seen wearing a black t-shirt with the band name "Pantera" across the front, a black mini-skirt with black tights and knee-high black boots. She has long blonde hair and blue eyes.

If you have information, please call:

24-Hour Tip Line
434-352-3467

Crime Stoppers
434-977-4000

Crime Stoppers REWARD \$100,000

b. Vocabulary

No.	Vocabulary	Meaning
1.	Symbolic	representing something else
2.	Landmark	a building or place that is easily recognized, especially one which you can use to judge where you are
3.	Statue	an object made from a hard material, especially stone or metal, to look like a person or animal
4.	City	A large town
5.	Sacred	considered to be holy and deserving respect, especially because of a connection with a god
6.	Lineage	the members of a person's family who are directly related to that person and who lived a long time before him or her
7.	Compass	a device for finding direction which has a needle which can move easily and that always points to magnetic north
8.	Local	from, existing in, serving, or responsible for a small area, especially of a country
9.	Elliptical	having an oval shape
10.	Dome	a rounded roof on a building or a room, or a building with such a roof

c. Tata Bahasa

- Relating verbs (is, are, has)
- Present tenses (it is used to talk about something in general. It is also used to talk about something which is happened repeatedly or habitually activities).
- Adjectives (symbolic, sacred, local, pointed, main)

G. METODE PEMBELAJARAN

EEK (Eksplorasi – Elaborasi - Konfirmasi)

H. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan (15 menit)

Apersepsi :

- Tanya jawab yang mengarah pada materi teks *descriptive* yang akan diajarkan.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa dalam kegiatan pembelajaran.

2. Kegiatan Inti (35 menit)

Eksplorasi

- Melibatkan siswa mencari informasi tentang topik/tema materi *descriptive text* yang akan dipelajari;

- Memberikan contoh powerpoint yang berisikan materi otentik yang diambil dari internet dengan judul “Tugu Jogja, the Compass of the City”;
- Mendiskusikan kosa kata yang dirasa sulit oleh siswa.
- Membandingkan secara sekilas tentang perbedaan jenis teks *descriptive* dengan *procedure* atau teks lain yang telah dipelajari siswa.

Elaborasi

- Membimbing siswa dan menunjukkan *grammar* yang ada dalam teks *descriptive* yang berjudul “Tugu Jogja, the Compass of the City” tersebut seperti *relating verbs* (*is, am, are*) dan *adjective* (kata sifat) di dalam teks *descriptive*;
- Meminta siswa menjawab pertanyaan berdasarkan teks *descriptive* yang berjudul “Tugu Jogja, the Compass of the City” secara berpasangan;
- Meminta siswa untuk menjodohkan suatu kata sifat dengan artinya yang terkait dengan teks yang telah diberikan guru secara berkelompok 4 orang;
- Meminta siswa secara berkelompok 4 orang untuk mencari kata sifat yang terdapat pada *jumble letter*;
- Mendiskusikan pertanyaan, latihan menjodohkan kata sifat, dan menyusun kata acak menjadi suatu kata sifat dengan melibatkan siswa aktif dalam menjawab pertanyaan;
- Memfasilitasi siswa untuk memahami informasi dalam teks *descriptive* yakni dengan mendiskusikan setelah secara bersama-sama setelah menjawab pertanyaan;
- Memfasilitasi siswa untuk mengetahui cara mencari informasi dengan lebih mudah yang ada di dalam teks *descriptive* melalui penjelasan dan diskusi;
- Memberikan tugas kepada siswa untuk mengamati guru-guru di SMP N 2 Bantul secara berkelompok 4 orang (mengamati nama lengkap, warna rambut, bentuk hidung, warna mata, dll)

Konfirmasi

- Memberikan respon terhadap pendapat, jawaban maupun pertanyaan yang diajukan oleh siswa tentang topik / materi yang diajarkan;
- Memberikan *reward* (penghargaan) dan *praise* (pujian) kepada siswa setelah menjawab pertanyaan atau dalam berpendapat;
- Memfasilitasi siswa untuk mengoreksi hasil pekerjaan / tugas yang berkaitan dengan materi yang sedang dipelajari;
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan;
- Membimbing siswa dan mengarahkan ketika siswa mengalami kesulitan dalam memahami kosa kata Bahasa Inggris ataupun menginterpretasikan instruksi yang diberikan oleh guru;
- Meminta siswa yang kurang aktif dalam diskusi agar menjawab pertanyaan;
- Memberikan *positive feedback* agar siswa merasa percaya diri dan selalu termotivasi dalam belajar Bahasa Inggris meskipun terkadang membuat kesalahan dalam mengerjakan tugas.

H. SUMBER BELAJAR

- Materi jenis teks descriptive yang otentik tentang “Tugu Jogja, a Compass in the City” yang diambil dari www.google.com/tourjogja/jogjakartamycity/php/html diunduh pada tanggal 08 April 2013
- Materi jenis teks descriptive yang otentik tentang “Missing Person” yang diambil dari www.google.com/missingperson/chicfhj/php/html yang diunduh pada tanggal 08 April 2013.
- List of vocabulary

J. Penilaian

a) Penilaian kognitif

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Menjawab pertanyaan-pertanyaan berdasarkan bacaan dalam teks <i>descriptive</i>	Tes Tulis	Isian singkat	1. Answer the following questions.
2. Menentukan kalimat benar atau salah sesuai informasi dalam teks <i>descriptive</i>	Tes Tulis	Isian singkat	2. Decide whether the statement is true or false.

a. Pedoman Penilaian I

1. Untuk tiap nomor, tiap jawaban benar skor 2
2. Jumlah skor maksimal $\times 5 = 10$
3. Nilai maksimal = 10
4. Nilai Siswa : $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 10$

b. Rubrik Penilaian I

Uraian	Skor
Mengisi dan jawaban benar	2
Mengisi dan jawaban kurang tepat	1
Tidak menjawab	0

Pedoman Penilaian II

1. Untuk tiap nomor, tiap jawaban benar skor 1

2. Jumlah skor maksimal $\frac{5 \times 2}{2}$

3. Nilai maksimal = 10

4. Nilai Siswa $\frac{\text{Skor Perolehan} \times 2}{2}$

c. Rubrik Penilaian II

Uraian	Skor
Jawaban benar	1
Jawaban salah	0

b) Penilaian karakter

Guru Bidang Studi

Bantul, April 2013
Mahasiswa

C. Mari Eni W, S.Pd

Ruryana Pamula Novi Wardani

1. Observation



Picture 1. The students were not interesting in learning English. They did not pay attention to the teacher explanation



Picture 2. The students were sleepy



Picture 3. The students were sleepy

2. Actions



picture 4. The students were happy when the researcher did a warming up



Picture 5. The researcher show a video from the internet related to the topic



Picture 6. The students practiced how to make alphabet origami



Picture 7. One of the student told other students their experience related to the topic



Picture 8. The students did the individual task



Picture 9. The researcher was presented her media through powerpoint slide



Picture 10. The students were presented their work in front of the class

FIELD NOTE

Field Note 1

Hari : Kamis
Tanggal : 17 Mei 2013
Ruang : Kelas 8E
Catatan Peneliti :

Peneliti datang ke sekolah pukul 08.00 bertemu dengan Guru Bahasa Inggris (GBI) untuk meminta izin melakukan penelitian di sekolah tersebut tepatnya di kelas 7. Guru Bahasa Inggris (GBI) memperbolehkan peneliti untuk melakukan penelitian di kelas 7 dan menyambut peneliti dengan meminta berbincang-bincang di ruang guru. Peneliti dan Guru Bahasa Inggris berjalan menuju Ruang Guru, namun di ruang guru sedang ada rapat guru-guru SMP N 2 Bantul. Kemudian peneliti dan Guru Bahasa Inggris (GBI) memutuskan untuk berbicara di ruang perpustakaan. Guru Bahasa Inggris menanyakan apa yang akan dibutuhkan oleh peneliti. Guru bahasa Inggris menanyakan bahwa beliau siap membantu dalam pelaksanaan penelitian. Guru Bahasa Inggris meminta agar peneliti memulai penelitian secepatnya karena di bulan-bulan kedepan akan banyak libur dikarenakan kelas 9 akan ujian nasional. Kemudian peneliti meminta silabus dari Guru Bahasa Inggris, namun beliau menyatakan bahwa belum bisa memberikan silabus karena akan mengikuti rapat guru-guru yang diadakan di ruang guru. Beliau meminta peneliti untuk datang kembali pada hari Kamis, setelah selesai Tes Pendalaman Materi kelas 9. Kemudian peneliti pamit izin pulang dan kembali pada hari Kamis berikutnya.

Field Note 2

Hari : Senin
Tanggal : 08 April 2013
Ruang : Ruang Kerja Kepala Sekolah SMP Negeri 2 Bantul
Catatan Peneliti :

Peneliti datang kesekolah lagi. Hari ini tidak untuk menemui Guru Bahasa Inggris (GBI) melainkan untuk menemui kepala sekolah SMP N 2 Bantul untuk meminta izin secara lisan kepada beliau. Pada saat bertemu, peneliti mengatakan maksud dan tujuan datang ke SMP N 2 Bantul yaitu untuk penelitian dan pengambilan data guna pembuatan tugas akhir skripsi. Kepala sekolah mengizinkan peneliti untuk melakukan penelitian disana. Beliau menghimbau bahwa segera saja menemui guru yang bersangkutan dan memberikan surat izin penelitian kepada bagian Tata usaha sekolah. Selain menyampaikan maksud dan tujuan penelitian

dari peneliti, kepala sekolah juga menyakan proposal dari skripsi yang akan dibuat oleh peneliti. Peneliti sempat mewawancarai kepala sekolah tentang bagaimana pengajaran bahasa Inggris di kelas 7 terutama mengenai kemampuan membaca siswa. Kepala sekolah mengatakan bahwa kemampuan Bahasa Inggris siswa dianggapnya masih kurang, apalagi nanti di kelas 9 akan menghadapi Ujian Nasional yang melibatkan kemampuan membaca yang sangat banyak dalam pengerjaannya. Kepala sekolah mengharapkan bantuan dari peneliti agar membantu membuat siswa kelas 7 menjadi minat dan tertarik dalam pelajaran Bahasa Inggris misalnya dengan cara memberikan materi yang tidak membuat siswa bosan, karena guru kelas 7 masih menggunakan buku PR dan LKS sebagai panduan utama dalam kegiatan pembelajaran. Kemudian peneliti berpamitan dan akan menyusulkan surat izin penelitian pada kesempatan berikutnya.

Field Note 3

Hari : Selasa
Tanggal : 09 April 2013
Ruang : Ruang Guru

Catatan Peneliti :

Pada hari ini peneliti menemui Guru Bahasa Inggris kelas 7 untuk meminta silabus. Sebelumnya peneliti dengan Guru telah bersepakat untuk bertemu sehabis Guru menjadi pengawas Tes Pendalaman Materi kelas 9. Setelah beberapa lama menunggu, tim pengawas pendalaman materi keluar dan menuju ruang pengawas, peneliti langsung disuruh menemui Guru yang bersangkutan di ruang tim pengawas. Kemudian peneliti menyampaikan maksud bahwa akan melakukan observasi di ruang kelas 7 E. akhirnya peneliti diijinkan untuk melakukan observasi sehabis TPM kelas 9 selesai. Peneliti berpamitan pulang.

Field Note 4

Hari : Kamis
Tanggal : 11 April 2013
Ruang : Ruang Tata Usaha dan Ruang Kelas 7E

Catatan peneliti :

Pada hari ini peneliti datang ke sekolah untuk menyampaikan surat izin penelitian kepada bagian Tata Usaha sekolah. Peneliti juga akan melakukan observasi kegiatan pembelajaran di kelas 7 E. Akhirnya pada jam pelajaran bahasa Inggris peneliti masuk kelas dan duduk di belakang untuk melihat guru yang

bersangkutan mengajar kelas tersebut. Guru masuk kelas dengan menyapa seluruh siswa dengan sapaan “Good Morning” kemudian seluruh siswa berdiri serentak dan menyapa Guru dengan “Good Morning, Ma’am”. Seluruh siswa kembali duduk dan mengeluarkan buku pelajaran mereka yaitu LKS dan buku PR mereka. Guru hanya menerangkan apa yang ada dalam LKS tersebut yaitu siswa disuruh praktek maju kedepan untuk mempraktekan dialog tentang expression asking for and giving something:

Nanda : Hi, Shinta, Please come in
 Shinta : No, thanks. **I just want to give this to you..... noodle cakes.**
 Nanda : Oh, thank you very much. Did you make them yourself
 Shinta : Yes. This is the first time I made them. I hope you like them. By the way, do you have milk?
 Nanda : yes, I do.
 Shinta : **May I ask for some?** Actually the cakes should be eaten with milk, which I forgot to buy.
 Nanda : Sure, but please come in first.
 Shinta : O.K.

Kemudian guru menerangkan tentang bagian mana saja yang termasuk kedalam ekspresi Asking for and Giving Something yaitu “I just want to give this to you” adalah ekspresi asking for something sementara “May I ask for some” adalah ekspresi Giving Something to someone.

Guru juga memberikan contoh ekspresi lain dalam Asking for and Giving Something seperti:

Asking for Something	Giving Something
<ul style="list-style-type: none"> • Would you please give me the book? • May I have some slices of bread, please? • I need some color pencils to color my drawing. • Can I have a board marker, please? • I'd like a glass of tea, please. 	<ul style="list-style-type: none"> • Yes, of course • Certainly, here you are. • Here are the color pencils. • Sure. Here you are. • Help yourself.

Siswa terlihat tidak tertarik dengan pelajaran yang diberikan oleh guru. Siswa yang duduk dibelakang membuat pesawat yang terbuat dari kertas sobekan buku, ada pula yang menggambar buku pelajaran mereka dengan gambar motor.

Guru hanya memberikan peringatan kepada siswa tersebut agar memperhatikan pelajaran dan menyuruh agar tidak ramai di kelas. Siswa hanya memperhatikan beberapa saat saja, lalu kemudian siswa ramai kembali.

Guru juga menyuruh siswa untuk membuat percakapan tentang apa yang sudah guru jelaskan sebelumnya. Siswa kemudian mengerjakan dan diminta oleh Guru maju kedepan kelas untuk mempraktekan percakapan yang telah mereka buat.

Akhirnya belum sampai semua siswa maju kedepan untuk mempraktekan hasil kerja percakapan mereka, bel pergantian jam berbunyi. Guru menyuruh siswa agar berlatih dirumah dan akan dilanjutkan pada pertemuan selanjutnya. Peneliti dan Guru keluar kelas.

Field Note 5

Hari : Jumat
Tanggal : 12 April 2013
Tempat : Ruang Kelas 7E

Catatan peneliti :

Pada hari ini peneliti datang kesekolah untuk bertemu dengan Guru bahasa Inggris untuk mewawancarai tentang kegiatan pembelajaran membaca dikelas 7E. Peneliti juga diberikan surat balasan dari surat izin penelitian dari bagian Tata Usaha Sekolah. Peneliti kemudian bertemu dengan guru di ruang UKS, kemudian peneliti bertanya tentang kegiatan pembelajaran membaca di kelas 7E. Guru mengatakan bahwa kemampuan membaca siswa di kelas 7E masih lemah karena siswa kurang tertarik dengan pelajaran Bahasa Inggris, media pembelajaran yang digunakan oleh guru kurang menarik termasuk materi yang digunakan hanya memakai buku teks. Siswa juga kurang kosakata, sehingga dalam memahami teks siswa agak kesusahan dan hanya disuruh membuka kamus apabila mereka tidak tahu kata yang mereka hadapi. Mereka tidak diajari bagaimana membaca yang efektif oleh gurunya. Siswa terlihat bosan terhadap materi yang diberikan oleh guru. Guru juga kesulitan dalam mencari materi selain dari yang ada di buku ajar sehingga siswa dapat memperoleh bermacam-macam teks diluar dari buku ajar namun tetap sesuai sengan tema yang diajarkan dalam kurikulum maupun silabus sekolah. Peneliti juga sempat bertemu dengan beberapa siswa kelas 7E pada waktu jam istirahat, peneliti bertanya apakah mereka suka dengan pelajaran bahasa Inggris disekolah. Mereka menjawab kurang menyukai pelajaran bahasa Inggris karena agak susah karena susah dipahami dan kegiatannya seperti itu terus. Siswa mengatakan bahwa ibu guru jarang memakai materi lain selain dari buku PR dan buku teks. Siswa ingin sekali sesekali pelajaran yang materinya dari internet langsung sehingga bisa sekalian tahu tentang IT. Setelah selesai mewawancarai guru dan siswa, peneliti pamit pulang.

Field Note 6

Hari :Senin
Tanggal : 15 April 2013
Tempat : Ruang kelas 7 E

Catatan peneliti :

Pada hari ini peneliti datang kesekolah untuk mulai mengajar dikelas setelah pada hari sebelumnya peneliti telah berkonsultasi tentang rencana pelaksanaan pembelajaran yang akan digunakan untuk mengajar hari pertama dikelas 7E. kemudian peneliti disuruh masuk ke dalam kelas terlebih dahulu oleh guru Bahasa Inggris dikarenakan beliau sedang ada tamu di ruang kepala sekolah. Peneliti dan dua kolaborator masuk kelas bersama. Ketika masuk kelas siswa bersorak sorak gembira karena yang masuk bukan guru mereka melainkan mahasiswa. Kemudian peneliti bersama kolaborator menyiapkan media yang akan digunakan untuk mengajar. Setelah selesai menyiapkan media yang akan digunakan untuk mengajar, peneliti menyapa siswa dengan sapaan "*Good Morning*" kemudian siswa menjawab salam peneliti dengan berdiri serentak. Kemudian peneliti menanyakan kabar siswa apakah sedang dalam keadaan baik-baik saja. Kemudian peneliti memperkenalkan diri dan menyampaikan maksud bahwa akan mengadakan penelitian dikelas tersebut. Seluruh siswa kemudian memperhatikan video yang diberikan oleh peneliti. Terlihat siswa sangat antusias dalam memperhatikan video yang diberikan oleh peneliti. Kemudian peneliti memberikan task yang nantinya akan dikerjakan oleh siswa baik dalam bentuk kerja kelompok maupun kerja individual dari teks autentik yang diberikan oleh peneliti. Siswa tampak antusias dalam kerja kelompok maupun kerja berpasangan. setelah jam selesai pekerjaan siswa yang merupakan pekerjaan secara individual dikumpulkan dan akan dikoreksi pada pertemuan berikutnya. Kemudian setelah semua siswa mengumpulkan pekerjaan mereka dan peneliti berpamitan pulang.

Field Note 7

Hari : Senin

Tanggal : 12 April 2013

Tempat : Ruang UKS

Catatan peneliti :

Setelah selesai mengajar guru memberikan feedback terhadap penampilan mengajar dikelas tadi. Guru hanya memberikan saran terhadap agar lebih baik lagi dalam pengelolaan manajemen waktu di kelas. Kemudian peneliti bertanya tentang bagaimana menurut guru materi ajar yang digunakan untuk mengajar waktu dikelas tadi. Guru berpendapat bahwa materi tersebut sangat baik sebagai model bagi siswa dalam pembelajaran bahasa Inggris. Dengan materi seperti itu siswa menjadi lebih tahu bahwa bahasa Inggris dapat ditemui dimana saja, bahkan ketika siswa ingin membuat sesuatu, tidak hanya dalam bentuk resep makanan, melainkan juga dapat ditemui ketika kita mempergunakan sesuatu seperti ketika kita memakai perekat Tack It. Semuanya sangat bagus sekali karena bisa sebagai

model belajar siswa selain dalam buku ajar. Guru berharap agar dapat dikembangkan kembali materi-materi lain yang dapat membuat siswa tidak bosan dalam belajar bahasa Inggris dan memberikan model yang bagus dalam pembelajaran bahasa Inggris.

Field Note 8

Hari : Jumat

Tanggal : 17 April 2013

Tempat : Ruang kelas 7 E

Catatan peneliti :

Pada hari ini peneliti masuk kelas pada jam ke 1 dan ke 2 untuk mengajar materi procedure pada cycle pertama pertemuan kedua. Sebelum memasuki kelas, terlebih dahulu peneliti menemui guru bahasa Inggris di ruang guru untuk menjadi pendamping dalam penelitian. Kemudian peneliti diminta terlebih dahulu untuk memasuki kelas, guru Bahasa Inggris akan menyusul peneliti kemudian. Kemudian peneliti masuk kelas terlebih dahulu untuk mempersiapkan media yang akan digunakan untuk mengajar materi. Setelah bel berbunyi, peneliti meminta siswa kelas 7E untuk segera masuk kelas dan memulai pelajaran. Setelah seluruh siswa masuk kelas, peneliti kemudian membuka pelajaran dengan terlebih dahulu berdoa menurut keyakinan masing-masing selanjutnya menyapa siswa dan menanyakan kabar. Kemudian peneliti bertanya terlebih dahulu kepada siswa apakah sudah pernah mengoperasikan sesuatu yang belum sama sekali tidak dimengerti oleh siswa sehingga siswa harus mengikuti panduan yang diberikan oleh suatu produk tertentu. Siswa menjawab pertanyaan peneliti dengan sangat antusias dan suasana kelas menjadi gaduh. Kemudian peneliti menyampaikan standar kompetensi dan kompetensi dasar yang harus dikuasai siswa setelah mendapatkan pelajaran yang diberikan oleh peneliti. Kemudian peneliti memberikan gambar orang sedang mengoperasikan komputer. Kemudian peneliti bertanya apakah mereka pernah mengoperasikan komputer sebelumnya. Peneliti kemudian bertanya bagaimana kalian mengoperasikan komputer. Kemudian siswa diam, peneliti kemudian menunjuk salah satu siswa untuk bercerita tentang bagaimana cara mengoperasikan sebuah komputer atau laptop untuk yang mungkin memiliki komputer maupun laptop. Pada awalnya siswa ingin maju untuk menyampaikan pendapatnya di depan kelas namun mereka malu untuk maju ke depan kelas. Peneliti memberikan motivasi kepada siswa yang masih malu-malu untuk maju ke depan kelas untuk menyampaikan pendapatnya. Setelah diberikan motivasi oleh peneliti, kemudian siswa ada keinginan untuk maju ke depan kelas. Pada awalnya siswa masih takut mengucapkan kosakata yang dirasa sulit oleh siswa, namun peneliti membantu siswa untuk mengucapkannya dan melatih siswa yang lain mengucapkannya dengan cara memberikan latihan drill kepada siswa yang tidak maju. Peneliti juga meminta siswa untuk mengecek

cara pengucapan kata yang ada didalam kamus. Peneliti kemudian menjelaskan tentang imperative verb yang merupakan salah satu language features yang terdapat pada teks procedure. Siswa yang semula bingung menjadi lebih paham tentang apa yang disampaikan oleh peneliti. Kemudian peneliti memberikan latihan soal tentang mengidentifikasi imperative verb pada teks autentik tentang bagaimana cara menghidupkan komputer. Siswa sangat antusias dalam mengerjakan tugas yang diberikan oleh peneliti. Peneliti memberikan waktu untuk menjawab pertanyaan yang diberikannya. Setelah waktu habis, peneliti kemudian mendiskusikan jawaban secara bersama-sama dengan siswa. Siswa disuruh maju kedepan kelas untuk menggaris bawahi mana saja yang termasuk imperative verb dalam bacaan bagaimana cara mengoperasikan komputer dalam bentuk teks yang otentik. Setelah siswa cukup jelas dengan materi imperative verb, kemudian siswa diminta untuk mengerjakan soal mencari informasi yang terkandung dalam teks tersebut sebanyak 5 soal. Setelah dirasa cukup waktunya untuk mengerjakan soal mencari informasi tersebut, kemudian peneliti membahas 5 soal tersebut secara bersama-sama. Siswa dibebaskan untuk memberi nilai kepada siswa lain, namun nantinya tetap peneliti yang mengoreksi kembali pekerjaan siswa tersebut. Bel selesai jam pelajaran berbunyi kemudian peneliti keluar kelas dan berpamitan kepada siswa.

Field Note 9

Hari : Rabu

Tanggal : 19 April 2013

Tempat : Ruang guru

Catatan peneliti :

Peneliti datang kesekolah pagi pukul 07.00 WIB, sebelumnya guru dan peneliti telah merencanakan untuk bertemu guna memberikan feedback pada penelitian hari yang lalu. Kemudian sebelum mengajar, guru Bahasa Inggris menyempatkan diri untuk memberikan feedback kepada penampilan peneliti hari kemarin. Feedback yang diberikan oleh guru antara lain materi yang diajarkan sudah menarik siswa dan membuat siswa aktif dalam kegiatan pembelajaran. Peneliti sudah bagus dalam mengajak siswa aktif dalam pembelajaran. Setelah selesai memberikan feedback kemudian peneliti berpamitan kepada guru dan mulai mengajar kembali pada hari Senin berikutnya.

Field Note 10

Hari : Jumat

Tanggal : 20 April 2013

Tempat : Ruang kelas 7 E

Catatan peneliti :

Pada hari ini peneliti sebelum masuk kedalam kelas diminta oleh guru untuk bertemu beliau terlebih dahulu untuk berkonsultasi Rencana Pelaksanaan Pembelajaran (RPP) yang akan digunakan untuk mengajar nanti jam 7 dan ke 8. Peneliti kemudian menemui guru di ruang guru. Kemudian guru dan peneliti membahas Rencana Pelaksanaan Pembelajaran (RPP) yang akan digunakan untuk maju nanti. Guru meminta peneliti untuk meminta siswa aktif dalam kegiatan pembelajaran aktif dan selalu mengingatkan untuk membuka kamus dan berhati-hati dalam memahami makna kata. Guru juga meminta izin kepada peneliti karena tidak bisa mendampingi peneliti sampai dengan selesai karena akan menyusun soal yang akan digunakan untuk Ulangan Umum Bersama yang diadakan setiap minggu. Kemudian peneliti berpamitan untuk mengadakan wawancara kepada siswa sebelum pelajaran dimulai.

Field Note 11

Hari : Senin

Tanggal : 22 April 2013

Tempat : Ruang kelas 7 E

Catatan peneliti :

Peneliti masuk kedalam kelas pada jam 7 dan ke 8 ditemani oleh observer. Peneliti membuka pelajaran dengan salam dan menanyakan kabar serta menanyakan siapa yang tidak masuk hari ini. Semua siswa masuk. Peneliti kemudian bertanya kepada siswa apakah mereka mempunyai akun email, facebook, twitter, maupun akun jejaring sosial lain. Siswa kemudian menjawab pertanyaan peneliti dengan sangat antusias tanpa ditanya terlebih dahulu. Kemudian peneliti meminta siswa untuk bercerita kedepan tentang akun jejaring sosial apa yang mereka punya dan bagaimana cara membuatnya. Siswa yang bernama Ferry Ramadhan kemudian maju kedepan kelas menceritakan bagaimana membuat akun twitter. Masih dengan malu-malu untuk menceritakan bagaimana cara membuat akun twitter, peneliti membantu siswa untuk mengucapkan kata yang belum mereka ketahui. Setelah dirasa cukup untuk meminta siswa maju kedepan kelas menyampaikan pendapat siswa, kemudian peneliti memutarkan video tentang bagaimana cara membuat akun twitter dan facebook. Siswa sangat antusias dalam memperhatikan video yang diputarkan oleh peneliti. Kemudian peneliti juga memberikan contoh video tentang bagaimana cara membuat kesenian dalam membuat suatu misalnya origami. Setelah menampilkan video tentang origami. Kemudian peneliti memberikan kertas origami kepada siswa dan procedure text autentik bagaimana cara membuat alphabet dari origami dan bagaimana cara membuat kendaraan dari kertas origami. Dalam kegiatan pembelajaran, peneliti bertanya kepada siswa:

- R : “What is the first step to make A?” (*Apa langkah pertama ketika kita membuat A?*)
- S : “Fold in the dotted lines to make creases and fold back” (*Lipat menurut garis putus-putus dan buka kemudian lipat kembali*)
- R : “Good.... kemudian what is the last step to make C?” (*Bagus..... kemudian apa langkah terakhir ketika membuat C*)
- S : “Turn over” (*Putar balik*)
- R : “Very good.... let’s continue” (*bagus..... mari kita lanjutkan*)

Kemudian siswa secara bersama-sama mempraktekan bagaimana membuat alphabet dari origami. Siswa diminta untuk membuat alphabet yang nantinya akan membentuk suatu nama yaitu nama guru Bahasa Inggris mereka C. Mari Eni Widarsih kemudian siswa diminta untuk merekatkan alphabet origami berupa huruf-huruf yang merangkai nama guru untuk ditempel pada kertas asturo menggunakan perekat Tack It. Peneliti memberikan perekat tersebut kepada siswa. Pada aalnya siswa agak bingung dan heran dengan jenis perekat tersebut. Namun setelah peneliti meminta agar siswa membaca petunjuk yang terdapat pada perekat tersebut, kemudian siswa membacanya. Kemudian siswa membacanya dan mempraktekannya. Setelah selesai mengerjakan kegiatan tersebut, kemudian peneliti memberikan refleksi kepada siswa sampai pelajaran hari itu selesai. Kemudian peneliti berpamitan kepada siswa.

Field Note 12

Hari : Jumat

Tanggal : 27 April 2013

Tempat : Ruang kelas 7 E

Catatan peneliti :

Setelah selesai mengajar siswa, kemudian peneliti dan guru Bahasa Inggris melakukan feedback di ruang guru. Guru mengatakan bahwa kegiatan pembelajaran yang dilakukan oleh peneliti baru saja sangat bagus dalam menambah pengetahuan siswa terhadap jenis-jenis teks apa saja yang termasuk kedalam teks procedure. Teks procedure tidak melulu dari buku LKS yang terkadang membuat siswa jenuh untuk menghadapinya namun bisa juga dari barang sesuatu yang diharuskan kita untuk membuatnya misalnya saja pada perekat Tack-It yang digunakan oleh peneliti untuk menempelkan kertas origami berupa huruf-huruf alphabet dalam bentuk proverb. Siswa juga menjadi lebih tahu tentang proverb atau peribahasa dalam bahasa Inggris karena sudah diajarkan oleh peneliti. Guru berharap pada penelitian selanjutnya akan ada teks yang autentik yang bisa menambah wawasan para siswa dalam belajar bahasa Inggris. Setelah

feedback kemudian peneliti berpamitan untuk pulang dan akan bertemu kembali dengan materi descriptive untuk penelitian selanjutnya.

Field Note 13

Hari : Senin

Tanggal : 29 April 2013

Tempat : Ruang kelas 7 E

Catatan peneliti :

Hari ini peneliti masuk kelas untuk mengajar materi tentang Descriptive text dengan tema Animal. Setelah sebelumnya berkonsultasi dengan guru pembimbing tentang Rencana Pelaksanaan Pembelajaran yang akan digunakan untuk mengajar nanti kemudian peneliti masuk kelas terlebih dahulu untuk mempersiapkan media pembelajaran yang akan digunakan untuk mengajar. Peneliti mempersiapkan LCD terlebih dahulu. Kemudian setelah semuanya telah selesai dipersiapkan, bel masuk kelas pun berbunyi. Seluruh siswa kemudian masuk kedalam kelas, namun ada siswa yang belum sholat dzuhur kemudian mereka secara bergantian ijin untuk menunaikan sholat. Peneliti membuka pelajaran dengan mengucapkan salam dan bertanya kabar dan siapa yang tidak masuk hari ini. Ternyata ada salah satu siswa yang tidak masuk sekolah karena sedang sakit. Kemudian peneliti bertanya kepada siswa apakah mereka sudah pernah kebun binatang dan kebun binatang mana yang pernah mereka kunjungi. Mereka rata-rata pernah mengunjungi kebun binatang GembiraLoka yang berada di Yogyakarta. Kemudian peneliti bertanya disana sudah pernah belum melihat orang utan maupun simpanse. Siswa kemudian diam karena mereka tidak tahu antara perbedaan orang utan dan simpanse. Kemudian peneliti memberikan gambar yang ditayangkan di media powerpoint berupa gambar orang utan dan simpanse. Siswa kemudian tertawa melihat gambar yang ditayangkan oleh peneliti. Suasana kelas menjadi gaduh karena melihat gambar yang ditayangkan oleh peneliti. Kemudian peneliti bertanya kepada siswa hewan mana yang merupakan simpanse dan yang mana yang merupakan orang utan. Kemudian siswa memilih gambar yang bagian kanan sebagai hewan simpanse dan hewan yang sebelah kiri sebagai hewan simpanse. Peneliti dan siswa kemudian mengidentifikasi ciri-ciri kedua hewan tersebut bersama-sama setelah sebelumnya memberikan kosakata yang terkait dengan kedua hewan tersebut, misalnya saja tail atau ekor. Kemudian secara bergantian siswa maju kedepan untuk bercerita tentang ciri-ciri hewan tersebut berdasarkan pengamatan. Siswa begitu sangat antusias ketika mereka disuruh maju kedepan kelas. Setelah dirasa cukup oleh peneliti siswa yang ingin maju kedepan. Kemudian peneliti memberikan teks deskriptif yang autentik kepada siswa berupa perbedaan anatara hewan simpanse dan orang utan. Siswa diminta untuk

membaca secara silent reading atau membaca dengan diam dan apabila peneliti tidak tahu tentang arti kata dari teks tersebut, mereka boleh membuka kamus buku atau kamus elektronik. Peneliti juga menjelaskan apa saja bagian-bagian dari teks descriptif yang sedang mereka pelajari diantaranya seperti judul, general description dan identification. Peneliti juga berkata bahwa teks deskriptif yang sedang mereka pelajari juga sama dengan teks-teks lain yang sedang mereka pelajari sebelumnya yaitu teks procedure. Kesamaan dari kedua teks tersebut adalah keduanya sama-sama memiliki judul. Kemudian setelah membahas language features dan bagian-bagian dari kedua teks tersebut, kemudian peneliti memberikan soal berupa True or False sebanyak 5 soal. Kemudian soal tersebut dicocokkan bersama-sama. Setelah mengerjakan soal True and False kemudian siswa juga diminta mengerjakan soal comprehension atau pemahaman dan kemudian siswa dan peneliti membahas soal tersebut dengan bersama-sama. Setelah membahas soal, waktu masih ada yang tersisa kemudian siswa dan peneliti bermain tebak-tebakan kata yang telah mereka pelajari pada teks simpanse dan orang utan. Setelah bel berbunyi kemudian peneliti berpamitan kepada kelas tersebut.

Field Note 14

Hari : Senin

Tanggal : 29 April 2013

Tempat : Ruang kelas 7 E

Catatan peneliti :

Setelah mengajar kelas 7E, kemudian peneliti menemui guru pembimbing untuk memberikan feedback pelajaran yang telah dikerjakan oleh peneliti. Guru berkata bahwa hari ini kelas sangat aktif apalagi saat materinya terkait dengan hewan orang utan dan simpanse yang membuat siswa aktif dan suasana siswa menjadi tidak tegang. Materi juga sudah bagus bisa membuat siswa aktif dan bisa menambah pengetahuan dan wawasan siswa tentang hewan di bumi. Diharapkan dengan penggunaan autentik materials yang diberikan oleh peneliti bisa menambah pengetahuan siswa tentang jenis teks diluar pelajaran. Setelah selesai feedback kemudian peneliti berpamitan untuk pulang.

Field Note 15

Hari : Jumat

Tanggal : 03 Mei 2013

Tempat : Ruang kelas 7 E

Catatan peneliti :

Peneliti datang kesekolah lebih awal untuk berkonsultasi terlebih dahulu dengan guru pembimbing tentang Rencana Pelaksanaan Pembelajaran yang akan digunakan untuk mengajar pada hari itu. Setelah bimbingan tentang RPP dengan guru, peneliti kemudian masuk kelas ditemani dengan observer 2 orang. Guru bahasa Inggris tidak dapat ikut masuk kedalam kelas karena akan mengurus limbah Story telling di SMP 1 Bantul. Setelah mempersiapkan media pembelajaran yang akan digunakan untuk mengajar pada hari itu kemudian peneliti membuka pelajaran dengan doa, salam dan menanyakan siapa yang tidak masuk kelas pada hari itu. Kemudian peneliti menyampaikan standar kompetensi dan kompetensi dasar yang harus dicapai oleh siswa di akhir pembelajaran hari ini, peneliti kemudian juga menyampaikan indikator pembelajaran yang harus dicapai oleh siswa. Setelah menyampaikan hal tersebut kemudian peneliti memberikan gambar pada media powerpoint berupa gambar "Tugu Jogja", siswa kagum melihatnya. Peneliti bertanya apakah siswa sudah pernah melihat dan berkunjung ke Tugu Jogja. Semua siswa berkata sudah pernah berkunjung kesana. Kemudian peneliti bertanya bagaimana menurut mereka tentang Tugu Jogja yang telah mereka lihat di media powerpoint. Mereka menjawab tugu jogja warnanya putih, memiliki pucuk berwarna emas. Kemudian siswa diberikan teks berbetuk descriptive dengan judul Tugu Jogja kemudian diberi soal. Siswa mengerjakan dengan penuh antusias dan kemudian pekerjaan dicocokkan dengan cara menukarkan pekerjaan mereka dengan teman sebangku. Kemudian setelah semua dicocokkan, sebelum jam pelajaran berakhir, peneliti bermain tebak-tebakkan kosakata baru yang telah mereka pelajari. Siswa sangat antusias hingga jam pelajaran bahasa Inggris pada hari itu pada akhirnya berakhir. Peneliti kemudian berpamitan kepada siswa dan langsung pulang karena guru tidak bisa memberikan feedback pada hari itu.

Field Note 15

Hari : Sabtu

Tanggal : 04 Mei 2013

Tempat : Ruang kelas 7 E

Catatan peneliti :

Pada hari ini peneliti datang kesekolah untuk meminta feedback dengan guru. Peneliti disuruh menunggu di ruang UKS karena di ruang Guru sedang banyak guru karena habis rapat. Setelah selesai mengajar kemudian guru menemui peneliti di UKS. Guru langsung memberikan feedback karena beliau akan segera mengajar kelas selanjutnya. Beliau berkata bahwa materi yang diberikan oleh peneliti sangat bagus karena dekat dengan siswa yaitu materi tentang deskripsi Tugu Jogja. Feedback dari guru adalah tentang Kemudian peneliti berpamitan pulang dan guru kembali mengajar kelas selanjutnya

INTERVIEW TRANSCRIPT

P : Peneliti

S : Siswa

G : Guru

KS : Kepala Sekolah

Interview 1

P : Ruryana Pamula Novi Wardani

S : Yutia Salsabila

P	"Haiii Dek? Kok ngga istirahat ke kantin?"
S	"Engga Mba, nanti mau ada ulangan, makanya aku blajar sejarah dulu..."
P	"Oooo... bisa ngobrol-ngobrol sebentar engga dek?"
P	"Ngobrol-ngobrol tentang pelajaran Bahasa Inggris sama Bu Eni...."
S	"Owalllahh,, sama Mom Eni...Iya mba boleh..tapi dinilai engga mba?"
P	"Engga... santai aja... Cuma buat keperluan penelitian mba aja kok... Oke??"
S	"Iya Mba..."
P	"Sama Bahasa Inggris suka engga dek?"
S	"Pelajarannya sih enak mba soalnya sama Mom Eni.."
P	"Emangnya Mom Eni kalo ngajar gimana dek?"
S	"Ya suka keluar observasi keluar kelas mba.."
P	"Ooo... gitu... terus kalo pelajaran diambilnya dari buku mana dek?"
S	"Dari LKS Buku PR itu mba..."
P	"Oooo... yang beli di koperasi itu?"
S	"Iya..."
P	"Emang kamu suka sama materi yang ada di LKS itu?"
S	"Yaaa... materinya itu-itu aja mba, kadang bikin ngantuk pas pelajaran soalnya Cuma dengerin Mom Eni ngomong apa yang ada di LKS itu trus abis itu disuruh ngerjain soal yang ada di LKS..."
P	"Jadi materinya ya yg bikin ngantuk?"
S	"Iya mba bosan juga.... soalnya apa ya.... apa ya mba... itu lho materinya cuma itu-itu aja bikin ngantuk.."
P	"Katanya tadi enak dek pelajarannya.."
S	"Iya mba... itu kan soalnya sama Mom Eni... disuruh observasi keluar kelas juga kadang-kadang..."
P	"Trus materi yang kamu pengen kayak apa to dek sebenarnya?"
S	"Yaaa yang engga ngebosenin mba..."
P	"Yang ga ngebosenin tu kayak gimana dek?"
S	"Ya misalnya kayak ke perpustakaan nyari bacaan tentang Bahasa Inggris..."
P	"Oooo gitu... selain itu?"
S	"Yaa praktek kayak pelajaran biologi gitu mba bisa di Lab..."
P	"Ooo praktek...."
P	"Iya mba,... trus materinya suka engga kalo misalnya diambilkan dari koran gitu.. atau yang lain?"
S	"Boleh mba... yaaa intinya engga ngebosenin aja mba... trus bisa nambah pengetahuan tentang Bahasa Inggris... engga Cuma dari Guru..."
P	"Ooo gitu.... oke dek,,, makasih ya.... dilanjut blajarnya"
S	"Yaaa... mba..."

Interview 2

P : Ruryana Pamula Novi Wardani

S : Ariesta Haryani

P	“Halo Dek... boleh minta waktunya sebentar engga dek?”
S	“Mau ngapain mba?”
P	“Mau wawancara sebentar...”
S	“Tentang apa mba?”
P	“Tentang pelajaran bahasa Inggris”
S	“Ya mba...”
P	“Suka engga dek sama pelajaran Bahasa Inggris kalo pake LKS?”
S	“Bosen mba..”
P	“Bosennya gimana?”
S	“Kalo dari LKS itu cuma fokus sama ulangan umum... yaaaa pengennya yang bervariasi aja mba...”
P	“Yang bervariasi gimana mba?”
S	“Yaaa kayak materi lain...”
P	“Materi yang kayak gimana? Bisa buat dibaca gitu yaa?”
S	“Iyaa mba.... jadi engga melulu dari LKS... tapi kan bisa... bisa dari lain kayak dari internet biar engga jenuh...”
P	“Oooo gitu.... kemaren katanya ada tes kosakata yaa sama Mom Eni?”
S	“Iya mba...”
P	“Truss kamu dapet apa?”
S	“Ak tuh mba... kalo tes kosakata sama Mom Eni mesti jelek...”
P	“Lhoo... lha kenapa?”
S	“Abisnya engga pernah dibahas Cuma disuruh nyari dikamus aja...”
P	“Ooo gitu... ya yang semangat lagi dek belajarnya...”
S	“Udah semangat mba...”
P	“Yaaa lebih semangat lagi aja”
P	“Oke... thanks yaaa”
S	“Yo a mba...”

Interview 3

P : Ruryana Pamula Novi Wardani

S : Apri R.

P	“Halo dek...”
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S	"Apa mba.."
P	"Boleh minta waktunya sebentar engga?"
S	"Iya mba boleh"
P	"Menurut kamu kalo pelajaran Bahasa Inggris ngebosenin engga.."
S	"Bosen mba..."
P	"Bosennya?"
S	"Ya.."
P	"Yang kayak gimana?"
S	"Gimana maksudnya?"
P	"Misalnya cara ngajar, materinya atau apanya?"
S	"Iyaaaaa..... dari ngajarnya.."
P	"Ngajarnya?"
S	"Cuma nerangin yang dari LKS trus disuru ngerjain soal mba,..."
P	"Ooo gitu.... truss gimana kalo materinya..."
S	"Materinya Cuma dari LKS aja... kadang kalo engga paham sama kata baru... Cuma disuruh buka kamus aja..."
P	"Diajarin engga dek gimana cara nyari kata sulit dalam kamus?"
S	"Engga mba..."
P	"Ooo... gitu.... emang engga nanya sama gurunya?"
S	"Takut mba.... hehehehehe"
P	"Mba.. mbok kamu ngajar di sini aja mba..."
S	"Haaaaa.... ya besok dek.....oke makasih ya....:"
P	"Iya mba.... see you..."
S	"See you..."

Interview 4

P : Ruryana Pamula Novi Wardani

S : Hendra Wasi Sanjaya

P	"Hai Dek... Namanya siapa? Mba lupa.... hehehehe"
S	"Ehh mba nya.... Hendra mba... gitu aja lupa"
P	"Hehehehe.... mba ingetnya cuma yang disuruh maju sama Bu Eni kemaren... gimana kemaren perasaannya setelah disuruh maju kedepan kelas?"
S	"Paling males mba kalo suruh jawab pertanyaan pake maju kedepan kelas mba..."
P	"Hahahaha... ya jangan males dek... itu kan bagian dari belajar juga..."
S	"Ak jadi bosen mba..."
P	"Bosennya gimana dek?"
S	"Ya sama materinya mba... dari LKS terus... "
P	"Owalah trs kalo misalnya disuruh kerja kelompok gitu mau engga dek?"
S	"Ya mau mba... nati kan majunya jadi engga sendirian..."

P	“Ooo gitu.... yaudah dilanjut dulu mainnya...”
S	“Oke dech mba...”
P	“Bye..”
S	“Bye...”

Interview 5

P : Ruryana Pamula Novi Wardani

S : Galuh Janar

P	“Halo Dek... bisa minta waktunya bentar engga dek?”
S	“Buat ngapain mba?”
P	“Ngobrol-ngobrol bentar kok...”
S	“Boleh...”
P	“Suka ngga sih dek sama materi yang dari LKS?”
S	“LKS yang dari buku PR itu bukan sich mba?”
P	“Iya...”
S	“Mosok pelajaran bahasa Inggris pake kaya gitu trs sich mba....”
P	“Lho emangnya maunya yang kayak gimana?”
S	“Mbok yang bervariasi gitu lho mba...”
P	“Owalah.... Yaaa yaaa yaaa”
S	“Tapi jangan dikasih tau ke Bu Eni ya mba...”
P	“Oke dech... sip... Thanks ya waktunya...”
S	“Sipp mba....”

Interview 6

P : Ruryana Pamula Novi Wardani

S : Nabila S

P	“Halo dek..... namanya siapa?”
S	“Nabila mba....”
P	“tadi habis belajar apa?”
S	“bikin origami mba....”
P	“gampang engga menurutmu”
S	“gampang mba soalnya udah ada petunjuknya dan gampang dipraktikin”
P	“selain itu belajar apa lagi tadi?”
S	“emmm.... itu lho mba... yang verb ngga ada subjeknya tadi.... namanya apa ya lupa....”

P	“lha apa....? hayooo baru tadi kok udah lupa?”
S	“hehehehehehe”
P	“itu tadi namanya imperative verb”
S	“ho’o iya dink mba.... hehehehe ak lupa”
P	“trus tadi abis bikin origami, trus diapain tadi?”
S	“tadi itu dibikin peribahasa trus ditempel di asturo”
P	“gampang engga?”
S	“udah ada petunjuknya... tapi ada kata-kata yang belum ngerti”
P	“tapi udah dikasih tau kan tadi disuruh pake kamus”
S	“iya, diajarin juga caranya nyari arti kata dikamus”
P	“seneng engga dek?”
S	“jadi tambah wawasan mba.... nanti dirumah mau bikin origami yang kayak tadi.... jadi kapal, jadi boneka juga bisa”
P	“oke makasih dek waktunya”
S	“iya mba.... hehehehehe”

Interview 7

P : Ruryana Pamula Novi Wardani

S : Ghozali Abdul Hadi

P	“Halo dek namanya siapa?”
S	“Ghozali Abdul Hadi”
P	“hehehehe.... si Entong kelas 7E yaaa.... hehehehe”
S	“mba nya ki...”
P	“tadi abis belajar apa dek”
S	“jenis teks procedure how to make alphabet origami mba”
P	“seneng ga dek tadi?”
S	“seneng mba soalnya ada prakteknya jadi ngga ngebosenin”
P	“apa yang bikin ga ngebosenin?”
S	“yaa itu ada prakteknya... bisa bareng-bareng belajarnya sama temen-temen”
P	“jadi bisa kayak belajar kelompok gitu ya?”
S	“ho’o”
P	“trus tadi pas belajar baca teks procedurennya gimana?”
S	“yaa jadi tau gimana cara bacanya apalagi dibukain kamus sama cara nyarinya”
P	“gampang atau susah?”
S	“yaaa insya allah gampang...”
P	“oke makasih dek... entong”
S	“yooo mba...”

Interview 8

P : Ruryana Pamula Novi Wardani

S : Zulkifli

P	“namanya sapa dek?”
S	“Izul kak”
P	“tadi seneng engga pelajaran sama mba Rury?”
S	“seneng Miss, pelajaran melipat praktek procedure teks”
P	“kamu jadi seneng engga?”
S	“iya mba gambarnya tadi warna- warni, bikin tambah semangat aja bacanya”
P	“trus tadi diapain alphabet origaminya?”
S	“ditempelin pake itu apa mba namanya.... emmmm... lupa.. hehehehe”
P	“itu namanya Tack It dek..”
S	“iya mba... lupa”
P	“gampang atau susah”
S	“gampang.. belajarnya jadi ngga bosan..”
P	“ooo gitu... yaudah... makasih ya waktunya...tetep belajar”
S	“iya miss”
P	“sipp”

Interview 9

P : Ruryana Pamula Novi Wardani

S : Arhayu Eura Nosa

P	“halo dek namanya sapa?”
S	“ferry”
P	“tadi seneng engga pelajarannya”
S	“jadi engga bikin ngantuk mba...”
P	“kenapa?”
S	“teks sama gambarnya berwarna trus liat caranya bikin origami lewat video juga”
P	“kamu tertarik engga?”
S	“iya... jadi tau situs-situsnya... besok aku mau download ajah”
P	“trus tadi yang Tack It itu”
S	“hehehe aku baru tau mba...ternyata ngga Cuma dari buku aja teks procedure itu”
P	“oke dek.... makasih waktunya”

Interview 10

P : Ruryana Pamula Novi Wardani

S : Miftah Imti Solikhah

P	“halo dek”
S	“tadi seneng engga pelajarannya”
P	“seneng mba jadi engga ngebosenin jadinya”
S	“kenapa?”
P	“soalnya ada prakteknya.... hehehehe”
S	“praktek apa tadi?”
P	“tadi itu lho?”
S	“praktek bikin huruf pake origami trus ditempel pake asturo dipajang dikelas”
P	“jadi indah ya kelasnya”
S	“besok kelas mau bikin kayak gitu aja mba... tapi nama kita masing-masing”
P	“ooo yyaa??”
S	“iya miss”
P	“iya boleh kok”
P	“jadi seneng yaa?”
S	“iya belajarnya jadi tambah wawasan sama bagaimana belajar baca kata bahasa Inggris”
P	“bagus deh... sipp lanjutkan yaaa”
S	“iya miss”
P	“makasih..”
S	“iyaaa”

Interview 11

P : Ruryana Pamula Novi Wardani

S : Puti Alivia Safitri

P	“halo dek”
S	“halo mba”
P	“boleh minta waktunya sebentar engga mba?”
S	“iya mba boleh”
P	“namanya siapa?”
S	“puti”
P	“puti tadi belajar apa?”
S	“belajar cara bikin resep es krim tadi mba”
P	“nyenengin mba”

S	“kok bisa?”
P	“engga dari LKS terus mba..”
S	“seneng mbacanya engga?”
P	“iyo mba”
S	“yaudah dilanjut ya... oke miss”
P	“bye”

Interview 12

P : Ruryana Pamula Novi Wardani

S : Ika Kurniawati

P	“halo dek”
S	“halo miss”
P	“hehehehehe... nganggu nich.. namanya siapa?”
S	“ika miss”
P	“ooo ika,,, tadi ika belajar apa sama miss”
S	“belajar jenis-jenis procedure text miss”
P	“contohnya apa”
S	“contohnya bikin twitter miss”
P	“selain bikin twitter trus bukin apalagi tadi?”
S	“cara mengoperasikan komputer miss, tadi kan praktek juga di lab bahasa”
P	“seneng engga?”
S	“seneng miss soalnya jadi tau, teks nya juga berwarna”
P	“jadi tambah semangat donk?”
S	“semangat apanya miss?”
P	“semangat bacanya”
S	“iyaa...”
P	“yaudah... makasih yaa..”
S	“iya sama-sama miss.....hehehehe”

Interview 13

P : Ruryana Pamula Novi Wardani

S : Irfan Haryadi

P	“seneng ga dek tadi belajarnya sama kakak?”
S	“seneng miss jadi lebih menarik”
P	“apa yang bikin menarik”

S	“gambaranya warna warni, trus diajarin juga cara baca kata dalam bahasa inggris”
P	“baca dimananya dek”
S	“tadi lho miss yang ada mini dictionary nya”
P	“ooo itu... kira-kira jadi seneng ngga baca materinya?”
S	“seneng miss, jadi nambah pengetahuannya juga...”
P	“Kamu seneng engga dengan materi yang kakak berikan tadi?”
S	“Yes, Miss”
P	“oke makasih ya dek...”
S	“iya miss..”
P	“ooo iya tadi namanya siapa?”
S	“Irfan miss”
P	“oke thanks”

Interview 14

P : Ruryana Pamula Novi Wardani

S : Hanna Nur Aini

P	“halo dek,, namanya siapa?”
S	“hanna nur aini miss”
P	“oke.. tadi hani belajar apa sama miss?”
S	“belajar bikin twitter miss”
P	“jadi tau donk sekarang?”
S	“iya... kemaren kemaren belum tau gimana caranya”
P	“udah mudeng ya sekarang?”
S	“udah.. makasih ya miss”
P	“iya sama-sama”

Interview 15

P : Ruryana Pamula Novi Wardani

S : Ariesta Haryani

P	“halo dek namanya siapa?”
S	“arista mba”
P	“rista tadi belajar apa?”
S	“belajar cara bikin twitter miss”
P	“sekarang udah tau ya gimana caranya?”
S	“udah miss..”
P	“trus tadi materinya gampang masuk engga?”

S	“iya miss... gambarnya berwarna lagi...nanti bisa buat praktek”
P	“seneng donk?”
S	“iya ngga ngebosenin miss.....hehehehe”
P	“oke makasih ya?”

Interview 16

P : Ruryana Pamula Novi Wardani

S : Galuh Janar

P	“halo dek...”
S	“halo miss”
P	“namanya sapa ya? Boleh minta waktunya sebentar...”
S	“Galuh miss...”
P	“galuh tadi abis belajar apa?”
S	“belajar materi tentang procedure teks miss...”
P	“nahh... tadi bentuknya apa hayoo?”
S	“bagaimana cara membuat twitter.. trus cara baca kata-katanya juga”
P	“ooo yang di mini dictionary tadi ya?”
S	“iyaa...”
P	“gimana menurutmu tadi dek?”
S	“bagus Miss jadi punya kamus yang warna-warni”
P	“oke dehh...sipp kalo gitu makasih ya.. kamusnya dipake buat belajar”
S	“iya miss”

Interview 17

P : Ruryana Pamula Novi Wardani

S : Apri Rahayu

P	“tadi belajar apa dek”
S	“tentang tugu jogja miss”
P	“tugu jogja kayak gimana?”
S	“jadi tahu sejarah tentang tugu jogja miss”
P	“emang gimana sich tadi?”
S	“warnanya putih... trus sama sejarahnya juga”
P	“mudah dipahami engga?”
S	“iya miss... ternyata teks deskriptif itu engga cuma dari buku aja...”
P	“oke thanks ya... namanya sapa lupa kakak?”
S	“Apri Rahayu Miss”

Interview 18

P : Ruryana Pamula Novi Wardani

S : Alivia Nur Fitri

P	“tadi belajar apa?”
S	“tugu jogja sama orang yang hilang miss”
P	“sekarang udah bisa belum bikin pengumuman tentang orang hilang pake yang udah diajarin tadi?”
S	“udah miss insya Allah...”
P	“oke makasih yaa... namanya siapa?”
S	“Alivia Nur Fitri Miss”

Interview 19

P : Ruryana Pamula Novi Wardani

S : Dayinta Octavia

P	“tadi gimana belajarnya”
S	“seneng miss”
P	“senengnya?”
S	“ada main tebak-tebakan kata-kata baru... jadi tambah inget”
P	“ooo.. yang di mini dictionary tadi ya???”
S	“iya miss..”
P	“okee,, besok mau lagi ngga main tebak-tebakan kata kayak gitu tadi?”
S	“iya miss mau...”
P	“trus kmaren juga belajar apa Dayinta?”
S	“Itu lho kak..... macam-macam zodiacs”
P	“ada apa aja tadi? Inget ngga?”
S	“banyak kak..... ada Leo, Sagitarius, ada gambarnya juga”
P	“jadi menarik dan mudah kamu pahami ngga dek?”
S	“iya”
P	“oke dek... makasih yaa...namanya siapa dek?”
S	“iyaa....dayinta miss”

Interview 20

P : Ruryana Pamula Novi Wardani

S : Yutia Salsabila

P	“halo dek namanya siapa?”
S	“Yutia Salsabila miss”

P	“tadi tia seneng engga sama pelajarannya..”
S	“seneng...seru aja.... hehehehe”
P	“serunya gimana?”
S	“ada mini kamus trus pas tebak-tebakan jadi seru aja”
P	“ooo gitu...yaudah.. makasih ya dek”
S	“iya miss...”
R	“Trus tadi pas materi zodiacs seneng engga? Ngapain aja?”
S	“tadi mbak.... tuker-tukeran njawab soal”
R	“susah apa engga menurutmu dek materinya?”
S	“engga”

Interview 21

P : Ruryana Pamula Novi Wardani

S : Ayu Hapsari

P	“halo dek namanya siapa?”
S	“Ayu”
P	“tadi Ayu belajar apa?”
S	“belajar deskriptif teks miss”
P	“asik ngga pelajarannya sama miss?”
S	“asik soalnya ada permainan tebak-tebakan tentang kata-kata baru bahasa Inggris, terus yang katanya dapet banyak dapet coklat...”
P	“hehehehe.... berarti seneng sama coklatnya yaa Ayu tadi?”
S	“iya sama coklatnya sama tebak-tebakannya juga miss....hehehehehe”
P	“trus Glossary yang kakak berikan tadi membantu engga dek?”
S	“Iya,, jadi kita jadi tau miss sekarang membedakan mana yang kata kerja, kata sifat, sama kata benda”
P	“ooo gitu... berarti sekarang vocabulary kamu nambah donk?”
P	“iya miss”
P	“ooo yaudah... makasih yaa...waktunya”
S	“iya miss”

Interview 22

P : Ruryana Pamula Novi Wardani

G : Guru Bahasa Inggris (C. Mari Eni Widarsih, S.Pd)

P	“menurut Ibu tadi gimana mengajar saya?”
G	“ya bagus mba... siswanya sudah aktif, Cuma kurangnya di time management... tadi seharusnya yang terakhir itu bisa lho tidak buat PR... soalnya siswanya juga kadang lupa kalo ada PR... tapi yaa It’s

	Ok besok hari Jumat kan ada pelajaran satu jam, jadi bisa buat mencocokkan PR nya...”
P	“iya bu tadi soalnya pas siswa disuruh mengerjakan banyak yang lama”
G	“ngga papa mba”
P	“trus menurut Ibu tadi gimana tentang materi yang saya berikan pada siswa?”
G	“tadi bisa membuat suasana kelas menjadi aktif, karena ada prakteknya... siswa kan jadi tau ternyata teks procedure itu tidak Cuma dari buku, tapi kan juga ada yang itu tadi.... itu tadi lho yang pelajaran melipat... siswa kan sudah dikasih petunjuknya dalam Bahasa Inggris.... kreatif sekali itu mba.... saya aja malah ngga tau kalo ada cara-caranya seperti itu di Internet....hehehehe.... trus disuruh nempel juga pake perekat yang ijo tadi.... siswa jadi tambah tau sekarang kalo membeli sesuatu ada cara pemakaian pasti ada petunjuknya yang termasuk juga sama teks procedure....”
P	“tadi kan juga ada main tebak-tebakan kosakata bu....”
G	“ooo iya itu mba... siswa juga jadi tambah termotivasi soalnya ada hadiahnya coklat kan tadi... ya untuk sekali-kali ngga papa mba pake hadiah coklat kayak gitu biar siswa itu tambah termotivasi dengan adanya penghargaan.....”
P	“Hehehehe.... “
G	“Itu mba kalo bisa kosakatanya ditambah aja mba... biar siswa jadi tambah kosakatanya”
P	“Iya bu pada pertemuan selanjutnya nanti ditambah....”
G	“Itu aja mba.... saya mau lanjut mengajar dulu....”
P	“Iya... makasih bu....”

Interview 23

P : Ruryana Pamula Novi Wardani

G : Guru Bahasa Inggris (C. Mari Eni Widarsih, S.Pd)

P	“bu, menurut Ibu bagaimana tentang materi yang saya berikan pada siswa tadi?”
G	“ya bagus mba.... Cuma kurangnya lagi pas di time management-nya aja... yang kemarin juga iya.....”
P	“iyae bu.. saya memang kesulitan di mengatur time management.....”
G	“ya terkadang sudah direncanakan dalam RPP terkadang juga bisa berubah....ya ngga apa-apa mba...”
P	“iya bu.... tadi tebak-tebakannya sudah saya tambah bu...”
G	“iya mba.... sudah lebih bagus...”
P	“makasih ya bu....”

Interview 24

P : Ruryana Pamula Novi Wardani

G : Guru Bahasa Inggris (C. Mari Eni Widarsih, S.Pd)

P	“selamat siang bu....”
G	“iya mba.... feedback yang hari kemarin ya??”
P	“iya bu.... hehehehe”
G	“sebentar ya mba.... saya tak ngambil tas saya dulu....”
P	“ya bu...”
G	“kemarin mengajar procedure teks yang pertemuan kedua ya mba... ya mungkin materinya yang harus ditambah biar ada variasinya....trus tadi siswa yang duduk dibelakang pada ramai itu mba... mereka kurang konsentrasi karena ndak bawa kamus tadi.... mungkin takut dimarahin soalnya tadi kejernya saya....”
P	“iya bu... padahal sudah saya kasih pengumuman bu kalo tiap ada pelajaran bahasa Inggris saya suruh bawa kamus.....”
G	“Iha saya tiap hari sudah saya suruh bawa kamus tapi dasare ndableg ga mau bawa kamus itu yang tadi itu...”
P	“trus kalo time management-nya tadi gimana bu tadi?”
G	“sudah bagus mba... kalo kesusahan sama time management-nya, kegiatan di elaborasinya dikurangi aja... apa waktunya yang ditambah yang ditahap lain dikurangi”
P	“iya bu...”

Interview 25

P : Ruryana Pamula Novi Wardani

G : Guru Bahasa Inggris (C. Mari Eni Widarsih, S.Pd)

P	“Permisi bu... bagaimana menurut Ibu tentang materi saya hari ini?”
G	“Kalo menurut saya tadi siswanya sudah aktif, suasana kelas menjadi aktif, banyak maju kedepan kelas untuk mempresentasikan hasil kerjanya. Materinya juga sangat dekat dengan siswa karena siswa kalo di perpustakaan juga sering menemui teks seperti itu, jadi ya lumayan bisa membantu”
P	“Kalau tentang manajemen waktu bagaimana ya bu saya tadi?”
G	“Sudah bisa mem-manage waktu dengan baik tadi, siswa juga sudah bisa maju kedepan kelas untuk presentasi kerjanya.”
P	“Oo begitu... kalo begitu terimakasih banyak bu atas waktunya.”
G	“Iya.”